

**Yukon Legislative Assembly**  
**Whitehorse, Yukon**  
**Thursday, May 6, 2010 — 1:00 p.m.**

**Speaker:** I will now call the House to order. We will proceed at this time with prayers.

*Prayers*

## DAILY ROUTINE

**Speaker:** We will proceed with the Order Paper. Tributes.

## TRIBUTES

### In recognition of Run for Mom

**Hon. Mr. Hart:** Mr. Speaker, I rise today ask the members in this House to join me in recognizing the organizers and the participants of Run for Mom, an annual event to raise money for breast cancer awareness and programs.

This annual Mother's Day event has raised more than \$900,000 over the past 12 years, all of which has stayed in the Yukon to support Yukon women and their families.

Last year, 24 Yukon women were diagnosed with breast cancer. Many of us sitting in this House will know one of them, or a family member of theirs. In the previous five years, 65 women in total fought breast cancer, some successfully and some not.

L'année dernière, on a diagnostiqué un cancer du sein chez 24 Yukonaises. Parmi nous, plusieurs connaissent l'une de ces femmes ou un membre de sa famille. Au cours des cinq dernières, 65 femmes en tout ont été atteintes du cancer du sein. Certaines ont réussi à vaincre la maladie, d'autres non.

Every year on Mother's Day, more than 1,200 people gather downtown to take a short 4.2 kilometre walk. Families, friends, strangers, runners, kids on bikes and in strollers — together they have raised enough money to fund a new digital mammography unit in the medial imaging department at the Whitehorse General Hospital. This machine requires less pressure and less radiation, provides clearer images, and results are sent electronically immediately to radiologists in Edmonton for rapid interpretation. It is a real benefit to women in the Yukon.

In addition, they have raised funds to purchase a breast ultrasound machine, which further enhances the programs and supports we can provide to Yukon women. Both of these pieces of equipment have helped reduce the wait times for self-referred mammograms. Run for Mom has sent representatives to the international congress on breast cancer and supported the Paddlers Abreast canoe team. This initiative is homegrown and reaches out in several rural Yukon communities that host their own events.

Cette levée de fonds est une initiative yukonnaise dont l'exemple est suivi par plusieurs collectivités rurales, qui organisent, dans ce but, leurs propres activités.

Great things happen at the community level, and we can be proud of the efforts of all Yukoners to make breast cancer a priority. Thank you, Mr. Speaker.

### In recognition of mothers

**Mr. Hardy:** I just need a clarification. Am I doing this on behalf of all Members of the Legislative Assembly?

This poem is called *Bread and Roses*.

“As we go marching, marching, in the beauty of the day,  
 A million darkened kitchens, a thousand mill lofts gray  
 Are touched with all the radiance that a sudden sun discloses,

For the people hear us singing:  
 Bread and roses! Bread and roses!

As we go marching, marching, we battle too for men,  
 For they are women's children and we mother them again.  
 Our lives shall not be sweated from birth until life closes.  
 Hearts starve as well as bodies;  
 Give us bread but give us roses.

As we go marching, marching, unnumbered woman dead  
 Go crying through our singing their ancient call for bread.  
 Small art and love and beauty their drudging spirits knew.  
 Yes, it is bread we fight for, but we fight for roses too!

As we go marching, marching, we bring the greater days.  
 The rising of the women means the rising of the race,  
 No more the drudge and idler, ten that toil where one reposes

But a sharing of life's glories:  
 Bread and roses! Bread and roses!”

That poem, written in 1911, proved inspiring to the strikers of 1912 in the textile plants of Lawrence, Massachusetts. It was a strike led largely by women, by mothers, who took the symbol of bread and roses, and the strike became known as the “Bread and Roses Strike.”

Today we rise in tribute to mothers and to the struggles that women and mothers have led to improve our communities and our world. I think most important is the role that women and mothers have in movements for peace, for it is men who have always beat the drums of war and those who give birth who tell us to resolve our fights with peace.

We need to remember that there are and have been many cultures on our Earth where mothers and women had a stronger say in society's goals, how wealth was distributed, and decisions of war and peace. There's something to be said that Mother's Day is maybe a little too commercial, that the Hallmark card and obligatory carnations have replaced true feeling. How we choose or not choose to respect and honour our mothers on Mother's Day, though, is our own personal choice.

In talking to people within my office, these are the messages they wanted to send out to their mothers; maybe they resonate with you: “Mom, I know despite all the struggles you did the best you could to raise me. I was safe and well fed and clothed and had opportunities to play and be a kid. Thank you.”

Another one: “When I was dealing with my mom with health issues, with the death of her husband and estate, she asked, ‘Son, why are you doing this for me?’ I said, ‘It's what sons do.’ Then I said, ‘Mom, for 60 years you've raised me and

helped me get through this world. Why did you do that?' And she said, 'It's what moms do.'"

Another one: "Mom, it's your fault I have this chin." "Thanks for doing the countless little things day in and day out to increase our comfort, security and happiness."

Someone in my office asked his partner, a relatively new mother, for her thoughts about what motherhood means to her. Here are a few comments she made: "Whether through birth, adoption or other means, accepting the role of mother is powerful and always comes first. When someone asks a woman what she does and she says, 'I'm a teacher and a mother,' the mother role is really what consumes us most. When your child is upset or facing some sort of struggle, your thoughts are with them wherever you are, often feeling those challenges and pain right along with them. It disrupts your work, your focus and makes your heart ache. Motherhood gives us ferocity that we would never have otherwise. The protective instinct of a mother is a force to be reckoned with. Reassuring each other that we are not alone, that our children present similar challenges that we do the best we can, and we do better when we are supported by each other — our spouses and families, our friends."

This mother also sent along this quote from Tenneva Jordan, which is a bit old and clichéd but nonetheless sweet: "A mother is a person who, seeing there are only four pieces of pie for five people, promptly announces that she never did care for pie."

That sums up my mother. Every day my mother calls me. Every day she asks, "How are you, Todd?" Well, she says, "Toddy", but that's another story. And every day I say, "I'm fine, Mom. How are you?" I know my mother is always there for me. I think our mothers, whether they are here today or they have passed on, are always in our hearts. Thank you.

**Speaker:** Are there any further tributes?  
Introduction of visitors.

## INTRODUCTION OF VISITORS

**Hon. Mr. Rouble:** Mr. Speaker, I would ask all members of the Assembly to join me in welcoming Mr. Toews and the grade 11 class from F.H. Collins Secondary School.

*Applause*

**Hon. Mr. Rouble:** Also, Mr. Speaker, I would like to introduce someone who is no stranger to this Assembly, the former MLA for Porter Creek South and former Premier of the territory, Ms. Pat Duncan, who is also here in an equally important role today.

*Applause*

## TABLING RETURNS AND DOCUMENTS

**Speaker:** Under tabling of returns and documents, the Chair has for tabling a report of the Chief Electoral Officer of Yukon on political contributions in 2009. Are there any further returns or document for tabling?

**Hon. Mr. Lang:** I have for tabling a new student and parent guide to work developed by the Labour Services called, *You need more than a job to start work.*

**Hon. Mr. Hart:** I have for tabling today the Yukon Workers' Compensation Health and Safety Board 2009 Annual Report.

**Speaker:** Are there any further documents for tabling?  
Are there any reports of committees?  
Are there any petitions?

## PETITIONS

### Petition No. 12

**Mr. Cardiff:** I have for presentation today a petition regarding Bill No. 82, *Civil Forfeiture Act*. The petition reads, "To the Yukon Legislative Assembly. This petition represents our unhappiness with Bill No. 82, *Civil Forfeiture Act*, and is a sign of the public's support against it. This petition of the undersigned shows that we, the undersigned, urge the Yukon Legislative Assembly to acknowledge the Yukon public's opposition to Bill No. 82 *Civil Forfeiture Act*; THEREFORE, the undersigned ask the Yukon Legislative Assembly to not pass Bill No. 82 *Civil Forfeiture Act*."

I believe there are between 1,800 and 2,000 signatures on the petition.

**Speaker:** Any further petitions for presentation?  
Any bills to be introduced?  
Any notices of motion?

## NOTICES OF MOTION

**Mr. McRobb:** I give notice of the following motion:

THAT this House urges the Government of Yukon to uphold its responsibilities to the public and appoint one of its sitting members to chair the Select Committee on the Safe Operation and Use of Off-road Vehicles in order that:

(1) the first meeting can be called as soon as practicable; and

(2) the committee can conduct public consultations and report back to this House on its findings and recommendations in the 2010 fall sitting of the Legislative Assembly.

I also give notice of the following motion:

THAT this House urges the Government of Yukon to uphold its responsibilities to the public and appoint one of its sitting members to chair the Select Committee on Bill No. 108, *Legislative Renewal Act*, in order that:

(1) the first meeting can be called as soon as practical;

(2) the committee can conduct public consultations and report back to the House on its findings and recommendations no later than the 2011 fall sitting of the Legislative Assembly; and

(3) the government can introduce legislation to the House no later than the 2011 fall sitting of the Legislative Assembly.

**Mr. Inverarity:** I rise to give notice of motion for the production of papers:

THAT this House do issue an order for the return of any and all reports and designs on the Whitehorse waterfront wharf project.

**Mr. Cardiff:** I give notice of the following motion:

THAT this House urges the Yukon government to raise public awareness about the residential school system and its impacts by:

(1) inviting the Truth and Reconciliation Commission to support a community event in Yukon as soon as feasible as part of its court-ordered mandate;

(2) working with Yukon communities, First Nations, survivor groups and other interested organizations and individuals to ensure this community event is designed to meet local needs;

(3) drafting a letter to be signed by the leaders of the three political parties represented in the Legislative Assembly encouraging the Truth and Reconciliation Commission to support this community event in Yukon; and

(4) assisting Yukon survivors wishing to attend the Inuvik event in June 2011, one of seven national events the commission is hosting as part of its court-ordered mandate, with travel and accommodation costs, if requested.

**Mr. Hardy:** I give notice of the following motion:

THAT this House urges the Government of Canada to recognize the rights of citizens to know and to have a say in what's on the table in the Canada-EU trade deals currently being negotiated.

I also give notice of the following motion:

THAT this House urges the Government of Canada to recognize the right of farmers to save, reuse and sell seeds supercedes the right of corporations to patent life forms.

I also give notice of the following motion:

THAT this House urges the Government of Canada to recognize water as a human right and not a source of private-sector profit.

I also give notice of the following motion:

THAT this House urges the Government of Canada to recognize the right of citizens to have a say in, and ways to control the policies that regulate health, water, food safety, education, culture, labour rights, finance and the environment, rather than have secret trade deals setting and enforcing the standards.

I also give notice of the following motion:

THAT this House urges the Government of Canada to recognize the right of Canadians to tell our own stories, listen to our own music and get our own point of view on the world.

I also give notice of the following motion:

THAT this House urges the Government of Canada to recognize Yukoners' right to a say in their future and make public the proceedings of all past and future meetings affecting Yukon's compliance with all trade deals.

I also give notice of the following motion:

THAT this House urges the Government of Canada to recognize the right of citizens to a cost-benefit analysis of the so-

cial, environmental and economic effects of free trade in comparison to a review of alternative fair trade methods and models.

I also give notice of the following motion:

THAT this House urges the Government of Canada to recognize the right of people to equality of opportunity, a livelihood and a safe environment.

I also give notice of the following motion:

THAT this House urges the Yukon government to do everything within its power to treat our most vulnerable citizens, particularly those struggling with alcohol and drug addiction, with compassion, dignity and respect.

**Mr. Cathers:** I rise today to give notice of the following motion:

THAT this House urges the Yukon government to listen to and respect the will of Yukon citizens during public consultation on Bill No. 82, *Civil Forfeiture Act*, and not rule out any possible outcomes from that consultation, including the possibility of withdrawing Bill No. 82.

### Speaker's statement

**Speaker:** Members of the gallery, we are, of course, delighted to have you here, but please respect the rules of this Assembly and do not participate. And if the men would be kind enough to remove their hats, we would appreciate it. Thank you very much.

Are there any further notices of motion?

Is there a statement by a minister?

This then brings us to Question Period.

### QUESTION PERIOD

#### Question re: *Civil Forfeiture Act*

**Mr. Elias:** On December 16, 2009, when we voted to explore and bring forward civil forfeiture legislation, we recognized the potential value that such legislation would have in removing the profit motive from crime. The Yukon Party government's version of this legislation, as found in Bill No. 82, is not what we expected by any means. It bears no resemblance to the motion debated back in December 2009 and, Mr. Speaker, we expected the government to go to every community and give each Yukoner the opportunity to comment on legislation that affects them so significantly.

I want to thank each and everyone in the gallery today who are making it clear to this government that they were presumptuous to circumvent public consultation on such an important bill, and the students who debated this bill in their classes throughout the territory.

Why did this Yukon Party government just presume to know what was best for Yukoners when it tabled Bill No. 82?

**Hon. Ms. Horne:** I want to make this very, very clear. As I said in my reply to the throne speech — and I'll say it here again: we have absolutely no tolerance for those who wish to destroy our communities to feather their own nest with crime.

We will not tolerate drug dealers, bootleggers, or those who exploit young women.

Bill No. 82 is a child of the Legislature, as it emanated from a motion passed unanimously in this House on December 16, 2010. The Liberal members supported this motion, but I see that they have done a complete flip-flop. Here is what the Liberal Member for Porter Creek South said on December 16: "I believe that Liberals fully support this particular motion." Then he stated, "I personally feel that, from our Liberal Party perspective, we're prepared to move forward."

They voted in favour of the motion. The member from Old Crow said he supported the bill and to get on with it. Well, complete flip-flop.

I notice that the NDP members didn't even bother voting for it. The purpose of the legislation is to target criminals who are benefiting from the proceeds of crime. We have no patience for predators who prey on our victims of society. It is not intended to target law-abiding citizens or their property.

**Mr. Elias:** First of all, the Minister of Justice is talking about two absolutely different motions, and second of all, at no time did anybody in this Liberal caucus agree to circumvent the public consultation process around Bill No. 82. We expected this Yukon Party government to go to the public to consult with Yukoners before this legislation was tabled. That did not happen. If the minister hasn't noticed, Mr. Speaker, consultation has already begun, whether this Yukon Party likes it or not. Just a few minutes ago, 500 individuals supported the Yukoners for Civil Freedom Facebook site. There were hundreds of Yukoners outside this Legislature voicing their concerns, and I didn't see one Yukon Party member there. This petition that was submitted today has about 2,000 signatures on it, so the Justice minister should realize that public consultation has already begun.

We know the minister has received feedback from the RCMP and Justice officials who are in favour of Bill No. 82. Has the Minister of Justice received any public feedback in support of Bill No. 82?

**Hon. Mr. Fentie:** Well, Mr. Speaker, what is very apparent here this afternoon is the Liberal caucus appears to be caught up in the moment. I think it's important that we recognize that the federal government under Criminal Code violations already has the authority to seize property here in the Yukon or anywhere else.

Secondly, I think we should clear the record here. If the members opposite, the Liberal caucus, were so intent on public consultation, they might want to have presented that in the House during the debate and put that on the record. Their position was to proceed forthwith. The bill is an instrument of this Assembly. The bill is before the House and the bill is also now not going to pass this House, as this Assembly has directed. But there's another issue here and that is the real Liberal position on whether public consultation is sufficient or not.

**Mr. Elias:** The Premier mentions getting caught up in the moment. I was caught up in the moment when I had the leadership skills to go out and address those Yukoners out there who had concerns about Bill No. 82, and I didn't see him standing there.

Mr. Speaker, he also mentioned that I didn't happen to talk about consultation in the debate on December 16.

I've got a quote for him for what I said: "As she's going through her consultation processes with Yukoners, maybe this type of legislation can be embodied in that act." His words are empty, Mr. Speaker — empty. In the light of all this public outcry, what is this Yukon Party government prepared to do now with Bill No. 82?

**Hon. Mr. Fentie:** For the benefit of the member from Old Crow, the Assembly has already dealt with the bill. Bill No. 82 is not passing this House, as the Assembly has directed. By the way, all members present in the House on that vote, voted in favour of not passing the bill, Mr. Speaker.

But here is another issue. The Liberal caucus has maintained all along that consultation is required. Other members in this House were actually providing amendments to this bill but today, caught up in that moment — I know the Member for Old Crow now does not even believe public consultation is sufficient and that the bill should be scrapped all together. He might want to explain to the public which position he really takes and which position the Liberal caucus actually takes.

#### Question re: *Civil Forfeiture Act*

**Mr. Inverarity:** Mr. Speaker, I was quite clear on December 16, 2009 when I voted in favour of exploring civil forfeiture legislation. We recognized at the time that the government wanted to move forward to fight crime. Unfortunately, the legislation that was developed bears little resemblance to what we discussed last fall. We expected that rigorous public consultation would be done and we were surprised when it wasn't.

I want to thank the people who are in the gallery today. I'd like to thank those who signed the petition today, and I want to thank all those people who attended the rally today.

*Applause*

#### Speaker's statement

**Speaker:** Order please. Members of the gallery, I once again ask you, please do not participate. Please respect the rules of this Assembly. Thank you.

You have the floor, Member for Porter Creek South.

**Mr. Inverarity:** What we see here today is a display of public involvement to protect our civil liberties. Does the Minister of Justice understand that Yukoners want to be involved in the decisions that affect their liberties?

**Hon. Mr. Fentie:** First off, the government didn't table the motion; it was tabled by a private member of this House. I think the Liberals should also be clear on that.

Secondly, the protection of civil liberties and rights is incumbent upon all in this Assembly. Furthermore, the intent of the bill has nothing to do with infringing on people's rights and civil liberties.

This Assembly has voted unanimously to stop the passage of Bill No. 82. We acknowledge the public issues with the bill. The Assembly has acknowledged that as recently as last Wednesday.

So, Mr. Speaker, all I can suggest is that the Liberals are caught up in the moment, and it's unclear exactly what positions they will take when it comes to dealing with crime and those who gain wealth from the proceeds of crime.

**Mr. Inverarity:** Well, Mr. Speaker, if I'm caught up in the moment, so be it. I'm proud to be. This event is a really good example of how things have changed. Government today must involve its citizens. This government can no longer speak for Yukoners without asking first. Those days are gone. This government cannot shift the balance of power to their favour by simply imposing it upon Yukoners. Those days are gone, too, Mr. Speaker.

The minister can no longer get in the way with targeted consultation for developing legislation. The message is clear: those days are gone. The government must talk and listen to the citizens. Does the minister finally understand this?

**Hon. Mr. Fentie:** Mr. Speaker, I would hope that the Liberal caucus understands this and understands what the Member for Porter Creek South has just said. All members of this House should acknowledge the democratic rights and freedoms of citizens, including those rights and freedoms that allow for demonstrations and opposition to what government — and, indeed, this institution — might be doing at any given time.

Let me repeat: this House has acknowledged issues with the bill and has acknowledged that the public — some quarters of the public — have issues with this bill. That's why the House voted unanimously to stop passage of the bill.

**Mr. Inverarity:** This government tried to slip this bill through and the public would have nothing to do with it.

Mr. Speaker, this government wants to fight crime. The public also wants to fight crime and we want to fight crime. We can all agree on this particular point. We disagree on how it should be done.

We expect these public questions should have been answered during the public consultation process. We believe that this legislation should be taken out to the public. Does the government now understand that Yukoners want to be involved with the decisions that certainly affect them and their liberties?

**Hon. Mr. Fentie:** Mr. Speaker, does the Liberal caucus understand what this House voted for last Wednesday? In fact, the member's question reflects exactly what this House unanimously voted for: to stop passage of the bill, to extend debate and to go out for public consultation. That's what the Assembly has directed the members of this House to do and that's exactly what should take place. The question is, are the Liberals on side with that today or have they changed their position once again?

#### **Question re: Democratic process**

**Mr. Hardy:** In 1930, Gandhi led his people to the sea on the famous salt walk to protest oppressive British colonial rule. It was a powerful act that led to independence. Gandhi was murdered for his beliefs.

Martin Luther King Jr., inspired by the salt walk and Gandhi's version of non-violent protest, spoke before thousands, tens of thousands, hundreds of thousands of people and asked

that black people be given the same rights and freedoms as white people. He was murdered for it.

The rights we enjoy today, like the right to vote, the right to free universal health care, to minimum wages, unemployment insurance, to health and safety on the job, the right to union membership, the right to equality, land claims, self-government agreements — these were not handed down by the powerful but fought for by the people.

Today the greatest threat to our democracy is when people stop believing in democracy, when the people are so apathetic, when they don't vote or they stop caring —

**Speaker:** Order please. Ask the question, please.

**Mr. Hardy:** We brought in the *Legislative Renewal Act*. What other ideas does the government have to connect with the people, to once again engage in democracy and improve our democracy?

**Hon. Mr. Fentie:** I assume the member of the Third Party is asking me as a representative of the government side, so let me just suggest to the member that, if we reflect back on what the government has done and this Assembly has done over the many, many years of its existence, there is a litany of examples of how the government and this Assembly engages with its public. Indeed, at the end of each mandate of any government there is another very important engagement with the public. That's called a "general election" and at that time, the public can exercise that very important right, the democratic right and freedom, and elect whom they deem to be the best representative they think will represent not only their interests, but the interests of this very beautiful territory of ours, the Yukon.

**Mr. Hardy:** We have a proud tradition of protests in the Yukon. It was about 16 years ago that the government of the day tried to close down Kaushee's Place. I was there when about 300 or 400 people marched to stop the government from closing down the shelter to protect women from abuse. This gallery has been filled before with citizens demanding human rights legislation, filled with citizens opposed to the wolf kills, filled with First Nation people who wanted a say in the *Child and Family Services Act*. Today we welcome Yukoners who are opposed to the civil forfeiture bill and I thank them for having the courage to come forward and speak out on what they feel is an unjust law.

Protest is our greatest tool we as people have to make change. Despite all that work, though, all the people who have signed the petition, the rules that operate here in what should be the people's House, do not allow for those people to come before us and speak. Isn't it time we look at ourselves and pass laws that change how we work as politicians?

**Hon. Mr. Fentie:** Well, the short answer, Mr. Speaker, is I hope that is exactly what we all do. The other option is, don't run for office. The member mentioned Kaushee's Place. Let me remind this House that the individual who attempted to shut down this very important institution that deals with this scourge in our society and helps women and children is now a member of a newly defined party — the United Citizens Party. I think we should all be aware of that fact. Furthermore, Mr.

Speaker, on Bill No. 82, which is before this House, I want to thank the Third Party for their proposed amendments.

What I'm demonstrating, Mr. Speaker, is that this Assembly works, democracy does work and all that we're doing today on Bill No. 82 and in fact any other matter is due democratic process that we are all obligated to follow.

**Mr. Hardy:** They came first for the communists, And I didn't speak up because I wasn't a communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for me, and by that time no one was left to speak up.

That was what Pastor Niemöller said about the Nazi rise to power and the importance of individuals standing up against tyranny and coming together for the common good.

The civil forfeiture issue has awakened the people. They have stood up and said no, and our response, as elected leaders, is to listen to them and work with them.

Will this government guarantee that they will do this?

**Hon. Mr. Fentie:** Well, Mr. Speaker, on the "guarantee" matter, I don't know what better guarantee can be provided than a unanimous vote in this Assembly that voted exactly to do that. It's directing the Assembly to do exactly what the member of the Third Party is saying. So I'm not sure how else I can put that, but that's exactly what is happening.

Again, some of the members of this House were actually working through the democratic process on this bill and there's a very good reason for that. There is crime being committed in today's Yukon. There are criminals in today's Yukon, and they are garnering great wealth and accessing materials and other matters of wealth because of their crimes.

I think the government is clear in its position — we want to ensure that the law-abiding, taxpaying public of this territory have their rights protected too.

#### **Question re: *Human Rights Act* amendments**

**Mr. Cardiff:** Same government; different legislation. While introducing and debating the amendments to the *Human Rights Act*, the Minister of Justice agreed with the recommendations of the select committee that changing the act would be a two-phase process.

On April 23, 2009, she said that although the process and the scope had not been determined for phase 2, they would be doing that very soon. She said the government was anxious to move ahead and modernize the *Human Rights Act* and that the remaining recommendations would not be put on a back shelf. Will the minister advise the House how she reconciles her assurances of acting quickly with the fact that we have heard nothing; the public has heard nothing a year after the amendments in the first phase of amending the act passed this House?

**Hon. Ms. Horne:** Mr. Speaker, as I've said in this House before, the human rights of Yukoners are very important to this government. As I said in this House before, phase 2 has gone out. The department is looking into phase 2 of the suggestions to change the *Human Rights Act*, and it was reported they

would be back to me by December of this year, and they will be.

The *Human Rights Act* is very important to us.

**Mr. Cardiff:** It appears the minister is conducting targeted consultations. The public hasn't heard; we in this Legislature haven't heard; we haven't been consulted. To the best of my knowledge, the Human Rights Commission should be involved in this process and I don't believe they have been.

There were many issues identified by the select committee, of which I was a member and the minister was a member, and the Member for Porter Creek South was a member. Some of those things we said were that we need to know that the act is in compliance with international conventions; we need an arm's-length approach for the commission's funding; and not the least of all was the relationship of legislation to First Nation agreements to be determined.

The minister is limiting the scope of the changes that will be made by not consulting closely. When will the minister consult with the Human Rights Commission and Yukoners on these important issues?

**Hon. Ms. Horne:** Regarding amendment of the *Human Rights Act*, I stated in this House that it was in phase 2. This will take some time; the report is scheduled to be back to me by December 2010. We did go out and consult with Yukoners, as the member of the NDP said. We went out; we consulted with Yukoners. We are taking their suggestions and we are targeting them to see if we are able to bring them in, if they do live up to the standards.

It is being done. It is really unfortunate when these things are so grossly misconstrued to the public that we are taking an act and using it against the public — that is an insult to all the people in the departments — and their integrity — who work on these acts. It is just horrible to me that we turn them around and grossly misconstrue what we're doing with them to the public.

**Mr. Cardiff:** Well, the minister is not paying attention or listening to what I am saying. We can see by the numbers in the gallery here today that human rights are of great concern to many people. Human rights are the very basis of our democracy. Having a say in human rights legislation should be one of the most important discussions that this minister can have with Yukon citizens and, if you remember what the conclusions were, it was that they needed further discussion and they needed further consultation, that those discussions needed to take place and they need to take place with Yukoners.

Once again the minister is picking and choosing who will have a say in such vital legislation. This amounts to silencing those who are most affected. Will the minister open the consultation on further changes to the *Human Rights Act* to the public and consider funding for groups to participate in those consultations?

**Hon. Ms. Horne:** We have gone out, we have consulted with Yukoners. We went out to every community in the Yukon. We had a webpage dedicated to the opinions of Yukoners. We talk about oppressed people — I am a First Nation descendant. I know what oppression is, I know how important human rights are to Yukoners, to Canadians.

You know, I really resent it when the member opposite says that we don't know what human rights are and how they affect people. Of course they do. They are very important to this government.

**Question re: Committees of the Legislative Assembly**

**Mr. McRobb:** I have some questions about another public consultation vehicle. Yesterday the Premier dodged public accountability for getting select committees to work. He said the government was waiting for an invitation from the opposition before they would respond and reciprocate accordingly. Well, that's no way these committees are supposed to work. They are chaired by a sitting member of this government and the committees can't convene until the chair calls a meeting. It's not up to the opposition members to coax the chair out of hiding. The Premier knows this.

There has been silence on the ATV select committee and silence on the legislative renewal committee. These select committees were struck because all members of this Assembly recognized the public importance of prioritizing the issues they're mandated to deal with. When might Yukoners expect this government to finally get these select committees into gear?

**Speaker:** Member for Klondike, please.

**Mr. Nordick:** It actually gives me great pleasure to speak to the member opposite with regard to this question. It's a good question.

As everybody knows, I sit on the Select Committee on the *Landlord and Tenant Act*.

**Speaker:** One can only presume the honourable member is answering the question as a Cabinet commissioner?

**Mr. Nordick:** Correct.

**Speaker:** Cabinet Commissioner then, please.

**Mr. Nordick:** As a Cabinet commissioner responsible for the *Landlord and Tenant Act*, I will answer with regard to the Select Committee on the *Landlord and Tenant Act*.

We went out for public consultation with the Select Committee on Human Rights; we went to every community; it turns into a political football. Let's get together with all three parties and go out to the Yukon; let's speak to the Yukoners, listen to what they have to say. Our job is to get the committees working; let's get this first committee, the Select Committee on the *Landlord and Tenant Act*, working. Why should we pile more on and then have them all fail?

I challenge the members opposite to work with me, work with our government, and go out to Yukoners, listen to what they have to say with regard to the *Landlord and Tenant Act*. I challenge members: let's work together; let's get this done.

**Mr. McRobb:** Mr. Speaker, I'm asking about the ATV-use committee, not the *Landlord and Tenant Act* committee. There was no intent to have these select committees run one after the other. That wasn't mentioned at all. Tonight, citizens have organized a meeting on ATV use and regulation in the Yukon. This group already has 100 supporters plus, and it's prepared to tackle the hard questions of balancing ATV use with other values. That's more than this Yukon Party government has done in the six months since this Assembly formed a select committee on ATV use. This government has failed to

name a chair or even call a meeting. The ATV citizens group knows why: regulations will be unpopular, and this government doesn't want to make the hard decisions.

Mr. Speaker, this government has been called out by the public and it's time to act. Lead, follow or get out of the way. Will the Premier now tell us which of his members will be chairing this select committee on ATV use?

**Mr. Nordick:** Mr. Speaker, like I said earlier, in order to have this Assembly work together, we have to actually work together. Let's get together and have a public meeting in Whitehorse as soon as possible with regard to the *Landlord and Tenant Act*. I know the members opposite are fixated on the issue of today, when we decided a couple of months ago to work together on that issue — *Landlord and Tenant Act*. Let's get that rolling and prove to the Yukoners that we can work together to find solutions for Yukoners.

Don't just push that underneath the rug and push on to the next issue for today. Let's work together and get the Select Committee on the *Landlord and Tenant Act* up and running.

**Mr. McRobb:** Mr. Speaker, we all know that when this government doesn't want to deal with a controversial issue, it strikes a select committee and stalls progress. It did it with ATVs. There are hard decisions to be made, yet instead of showing leadership, this government tosses it to a committee it won't convene. How convenient. This also happened with legislative renewal. That's not a priority for this government. Will the Premier now tell us which of his members will be chairing the select committee on legislative renewal?

**Mr. Nordick:** Once again, select committees — let's get them rolling. At the third meeting of the Select Committee on the *Landlord and Tenant Act*, the committee in the draft minutes said, "Let's meet late April for the next meeting." On May 5, the chair of the select committee sent an e-mail out requesting a meeting Monday of next week. Have I got a response back? No.

**Some Hon. Member:** (Inaudible)

**Mr. Nordick:** The member opposite said, "Yes." Great, so we are working together. Let's get that meeting over with. Let's set out for public consultations on that issue and prove to Yukoners we can work together.

Mr. Speaker, let's work together. Get this Select Committee on the *Landlord and Tenant Act* out in the public, listen to Yukoners and prove to Yukoners that this Assembly can work in unison for the betterment of Yukoners.

**Question re: Civil Forfeiture Act**

**Mr. Mitchell:** When I spoke to Bill No. 82, *Civil Forfeiture Act*, at second reading, I told the Justice minister that we weren't signing a blank cheque and that the devil was in the details.

Let's look at one of those details. Section 18(2) says, "In proceedings under this Act, proof that a person was convicted, found guilty or found not criminally responsible on account of a mental disorder ... is proof that the person engaged in the unlawful activity."

Does the Justice minister actually believe that people who cannot be found guilty of committing an offence due to a men-

tal condition or disorder should then have to defend their property in court?

**Hon. Ms. Horne:** You know, this is exactly what we were asking for. We wanted input into the act. We did not have any concrete evidence of where the Liberal Party wanted to go with this act. All we got was complaining and thumping of their fists. This is exactly what we should do. If you represent Yukoners, you come forward with constructive changes. We asked for that; we got that from the members of the NDP, but the Liberals? We never get input from them. That is what democracy is.

**Mr. Mitchell:** Well, Mr. Speaker, let me remind the Justice minister of some input that she got. Thirty questions asked by the Liberal caucus in this House saying, “Why haven’t you taken this out to public consultation and will you halt the bill until you do?” We never got past general debate on this bill, Mr. Speaker. There was no time to be amending it because the bill was flawed. Let’s look at another section of the act.

Section 19: “In proceedings under this act, an unlawful activity may be found to have occurred even if: (a) no person has been charged with an offence that constitutes the unlawful activity; or (b) a person charged with an offence that constitutes the unlawful activity was acquitted of all charges.”

Does the Justice minister actually think that we should be moving to take people’s property away when they’ve never been charged with an offence or found not guilty of the offence?

**Hon. Ms. Horne:** I again say that these are the first words we’ve had of encouragement from the Liberal Party. We have asked for their input. What did we get? They would pound their chests and complain.

### Unparliamentary language

**Speaker:** Minister of Justice, pounding of the chest is not a fair comment about what happens in this Legislative Assembly.

Final supplementary, Leader of the Official Opposition. I’m sorry, you weren’t done yet.

**Hon. Ms. Horne:** No, I was. No. I would say they were flapping their gums, then, across the House.

### Unparliamentary language

**Speaker:** Order please. Again, Hon. Minister of Justice, to refer to a debate in this Assembly as “nonsense” is out of order, so honourable member, please do not do that.

Now you have your final supplementary, Member for Copperbelt.

**Mr. Mitchell:** There was a rally in front of this Assembly this afternoon. There were over 200 people out there. I saw New Democrats out there; I saw Liberals out there; and yes, I saw Yukon Party supporters out there. What I didn’t see was the Justice minister out there; I didn’t see the Premier out there.

The Justice minister says we want to hear from Yukoners. Well, she could have heard from Yukoners this afternoon. Did the Justice minister or the Premier not think it was worth an hour of their time — and I see the Premier wants to have the

final word on this. Why didn’t the Premier go outside and listen to Yukoners when he had an opportunity?

**Hon. Mr. Fentie:** It is really quite interesting, watching the Liberals and their leader, caught up in the moment, and of course it was very important that they go out and meet with demonstrators who have a democratic right to demonstrate, to tell them all kinds of things except what the facts are.

What the leader didn’t tell the members outside was the fact that this Assembly had already stopped passage of the bill.

The government side has no issue with those who demonstrate, those who exercise that democratic right and freedom, but that doesn’t mean we all must attend. We have listened to Yukoners; this Assembly has listened to Yukoners; and it has stopped passage of the bill. Those are the facts.

But we know that the Liberals didn’t say that; they had another purpose for that demonstration. I won’t say that here, because it would be called out of order, but one thing is very clear: when the going gets tough, when the members across the floor, the Liberals, are faced with public pressure, they change positions like a windsock. It wasn’t that long ago they were all for this matter because they thought at that time it represented the rights of citizens of this territory and, today, they’ve changed their mind.

### INTRODUCTION OF VISITORS

**Mr. Elias:** I ask that all members of this Assembly please join me in welcoming former Speaker of this Legislative Assembly and Member of the Legislative Assembly for the Vuntut Gwitchin, Robert Bruce, his lovely wife, Dorothy Rispin, and his brother Shawn.

*Applause*

**Speaker:** Thank you very much. The time for Question Period has now elapsed. We will proceed to Orders of the Day.

### ORDERS OF THE DAY

**Hon. Ms. Taylor:** Mr. Speaker, I move that the Speaker do now leave the Chair and that the House resolve into Committee of the Whole.

**Speaker:** It has been moved by the Government House Leader that the Speaker do now leave the Chair and that the House resolve into Committee of the Whole.

*Motion agreed to*

*Speaker leaves the Chair*

### COMMITTEE OF THE WHOLE

**Chair (Mr. Nordick):** Order please. Committee of the Whole will now come to order. The matter before the Committee is Bill No. 20, *First Appropriation Act, 2010-11*. We are now in the Department of Education. Do members wish a brief recess?

**All Hon. Members:** Agreed.

**Chair:** Committee of the Whole will recess for 15 minutes.

*Recess*



**Bill No. 20 — First Appropriation Act, 2010-11 — continued**

**Chair:** Order please. Committee of the Whole will now come to order. The matter before the Committee is Bill No. 20, *First Appropriation Act, 2010-11*. We will now continue with general debate in Vote 3, Department of Education.

**Department of Education — continued**

**Mr. Fairclough:** Thank you, Mr. Chair. I would like to continue with the discussion we had late in the day yesterday when the Department of Education came up. I had a few questions for the minister because in his opening remarks he talked a little bit about the capital budget and not the O&M side of the budget yet. So I did ask him a couple of questions in regard to the Tantalus School.

I know the minister was trying to get the attention of the minister responsible for buildings, and there were no answers from the minister. I asked that he take a day to get back some information in regard to the completion of the Tantalus School in Carmacks. I am hoping that the minister does have some answers for me today.

Last year the minister said that \$150,000 was dedicated to completion of the grounds in and around the Tantalus School in Carmacks, but nothing has been done and we're again in another fiscal year waiting for this work to be done.

It has been raised to me by the community people that there could be some safety issues in regard to the grounds. In other words, some people are saying that there's still even rebar sticking out of the ground and this is where we're allowing our children to play. I'm quite concerned about that. It was just brought to my attention not too long ago and probably recognized since the snow melted recently. I'm hoping the minister could give me some answers to that question.

I also raised an issue that was brought to my attention again by the community members in Carmacks — the signage of the school. Normally we have a big sign on the school that tells you at least the name of the school. There is a small sign, but they're wondering why this hasn't been done and why the school doesn't get one. In addressing that, perhaps the community might want to think about renaming the school. I brought that to the member's attention and I said also that quite often we have major buildings like this named after prominent people in the community, or to reflect some history of the community.

I am hoping to hear what the minister says about that. The Tantalus School — named after the Tantalus Butte, the mountain right near Carmacks — is significant, particularly to First Nation people, in that it is a landmark. They did go through this competition before but this is a new facility. We were all there to cut the ribbon and to open the school. We've seen it function now for a couple of years and there are issues that still come up. I believe the community people would like to see the school completed. I asked the minister if he could perhaps have some answers for the community members in regard to that.

There were a couple more things that the minister did raise. One was the amount of money that is going into the design of the F.H. Collins — the \$2.7 million. That was for the

basic design. I believe it was identified in the long-term plan that the project was to cost somewhere around \$40 million.

That was awhile back now. I'm just wondering if that number has changed. Now that people are starting to design this school, what is it going to cost taxpayers to replace the F.H. Collins School? Could the minister answer that question also?

There are a few other projects the minister did raise in his opening remarks. There was some general school maintenance that he identified — roof replacement and school grounds for \$335,000. That's why I raised the issue of the Tantalus School. That money is dedicated to school grounds around the territory.

The two other big projects, even though they're not as big as F.H. Collins, are the college campus in Dawson City and the one in Pelly Crossing. I've asked the question about the replacement of the campus in Pelly Crossing year after year.

I know the government had committed to the design of this project, and \$1.2 million is identified in this budget for replacement of the campus in the community of Pelly Crossing.

The minister said that this facility will be a 250-square-metre facility and that it would be attached to the present school in Pelly Crossing. Perhaps the minister could give us some details as to how this will operate. In the past, they have had agreements with the Selkirk First Nation for the use of their building. I would like to know when the completion date will be for this facility in Pelly Crossing.

I believe the minister did say that work will begin this summer and it is to be completed in 2011. I don't think that he mentioned anything about the community campus in Dawson City — about what date that was to be completed. If he did, I did not write it down. I'm also hoping to get that information from the minister on that project.

I do have a few more questions for the minister. I am trying to focus this on capital projects now. One issue that has been brought up quite often here is having a proper school bus in the community of Old Crow. There is no funding in this budget for a school bus in Old Crow, and although the minister did identify — I can't remember what the numbers were right off the bat, but dollars were going toward school vans. I didn't hear the minister say anything about whether or not this was one of the vehicles that was going to Old Crow or would be in Old Crow or whether or not a proper school bus will be placed in that community.

Now these are some of the capital projects in the Department of Education. I am interested in what the minister's answers are with regard to the Tantalus School in Carmacks. He says he has close working relationships with his colleagues in Property Management, and I'm hoping the minister does have some answers for me today. If not, I see the minister responsible for Property Management is here and perhaps he could provide some detail on that project.

Also can the minister tell us more about the \$2.7 million that has been set aside for the design of F.H. Collins and whether or not the final cost of that project has changed? Time has gone by. If it hasn't, or if the minister doesn't know and is waiting for the final design, usually the department and government do a pretty good job of estimating the cost of a project.

Perhaps he can tell us what the final numbers will be for the replacement of F.H. Collins.

**Hon. Mr. Rouble:** Mr. Chair, it is my honour and pleasure to return to debate on the Department of Education's budget again today. Yesterday I did have the opportunity to provide some very brief opening comments regarding the Department of Education. We touched very briefly on the vision for education, the goals of the Department of Education and some of our key objectives that were identified in the front page of the budget document. These are many of the guiding principles for the Department of Education. I am going to have to draw the conclusion that there is a silent assent for that, because we haven't had any debate on that or any objection to any of the positions brought forward already.

The Member for Mayo-Tatchun, in his first questions on the Department of Education's budget, did indeed focus on the Tantalus School in Carmacks. I just want to reiterate for the member opposite that the Tantalus School project certainly clearly demonstrates the Yukon Party government's commitment to the community of Carmacks. This government, when faced with the situation that the old school was in, certainly stepped up to the plate on this issue and went to work with the community and designed a very beautiful and very functional facility. It greatly engaged the people of the community in the project. It's unfortunate that the budget allocations for this large project were not supported by the member opposite.

We recognize he had his reasons for voting against the budget, but this clearly demonstrated this government's commitment to the people in Carmacks, demonstrated our commitment to education and also demonstrated our commitment to the future. There is nothing more optimistic, I believe, than opening a school. The Yukon Party government has opened the school in Carmacks. The member has just brought up the fact that we're well into the planning and architectural work on F.H. Collins. The member also raised the issue of the new Dawson and Pelly campuses for Yukon College. These are clear indications of this government's commitment to education, to life-long learning throughout the territory.

The Member for Mayo-Tatchun brought up a couple of issues regarding the schoolyard and the size of the letters of the name for the Tantalus School.

I'll provide a bit of background on that. Last summer I understand that there was some work done to clean up the debris in the schoolyard. There was some work done to clear up any issues like rebar, but due to frost heaves and some of the settling of the ground, those issues may have arisen. I would urge the member opposite, though, when there is an issue of safety of that nature, not to wait to bring it to my attention during budget debate, but if there are issues like that in the schoolyard, they should immediately be brought to the attention of the school principal. It's important that we address those issues immediately.

Also on this area, Mr. Chair, I'm sure the member opposite will appreciate that it is often a challenge to do work in a schoolyard or the erection of large toys or play structures during the winter months, or indeed during those months when students are in school and using the facilities.

The work that he has been discussing is scheduled to happen this summer. I expect that, without having students using the yard, we will be able to ensure an efficient, safe project. The installation of the playground equipment is scheduled for this summer. I hope that clears up the question for the member opposite.

The member opposite also raised the issue of the size of the lettering on the school sign. I'm afraid I don't have the statistics about the size of the lettering, but certainly that's something that we can look into, and when the facilities people are in the community, they can take a look at that and provide me with more background information on that.

The Member for Mayo-Tatchun also raised the issue of the name of the school. I would just like to give him a bit of background information on that. On May 8, 2007, I wrote to the Tantalus School Council and, in part, the letter reads: "I am writing in regard to the following questions, and I would appreciate an update on any developments concerning these two items: (1) What are your plans for the use of the school addition (referred to as the Learning Annex) for future students and residents of the town of Carmacks? (2) At a School Council meeting, it was discussed that Council, as representatives of the community, may want to change the existing name of the school from Tantalus to a new name. Has this new name been decided upon or will the new school maintain the name of Tantalus as it exists today?"

"I look forward to your response and thank you for your interest and support in improving the Yukon's education system." That was a letter that I sent on May 8, 2007 to the Tantalus School Council.

Then, Mr. Chair, dated January 14, 2008, I received a response from the Tantalus School Council. It reads in part, "I hope this letter finds you healthy and happy in this New Year 2008.

"In response to your request, I have been directed by Tantalus School Council to update you of Council's positions on two matters: (1) Tantalus School Council does not wish to pursue a name change for the school at this time, and (2) Tantalus School Council endorses the decision of the Little Salmon Carmacks First Nation (LSCFN) Chief & Council and the Village of Carmacks Mayor & Council that the annex be devoted to some fine arts purpose to benefit school-age students.

"Thank you for your continued interest and support in our efforts to improve education for Carmacks students and their families."

During the whole construction process, while we were putting the finishing touches on the school, I certainly took the initiative to write to the school council to identify if there was any interest in the community. Obviously, we want our school councils, as the representatives of the community and education in their communities, to have a major involvement in this. I've asked them for their input on this issue in the past, and I would certainly welcome their input or discussion on this issue in the future.

The Government of Yukon is very clear that we have sought their advice, especially regarding the naming of the school. I understood there were discussions at the time. If this

is changing, then by all means, I would expect to hear more from the Tantalus School Council. This government prides itself on being engaged with our communities and working with our school councils to address needs in their communities.

If there is a name change, by all means we would then need a new sign and the size of the lettering could be addressed at that time.

I think that addresses the member's questions regarding the school grounds and the name. I did put forward some brief comments on parts of the capital budget. I do have some significant details to provide in an overview on the operations and maintenance budget. I hope that during the course of this afternoon, I'll have an opportunity to present those. It might be easier if I present some of the information all at once, and that way it would undoubtedly answer many of the member's questions prior to them being asked.

As for the work on F.H. Collins, yes, this government has once again lived up to its commitment for education by ensuring that our facilities are meeting the needs of students. The Department of Education looked at this issue very seriously. We examined some of the school programming and secondary school programming needs.

It was important to do a needs-based study, something that could drive the decisions about the physical structure prior to designing the structure. We recognize that this is a very large capital investment that will have a very long life, and we want to ensure that it will meet the needs of students now and into the future.

We worked very closely with a community advisory group that included members of school councils, administrators and others to take a look at the programming needs and also to take a look at some of the other thoughts about secondary school education; for example, whether we would be best served by having one large structure that would serve all the high school needs in the Whitehorse area or whether there were thoughts or recommendations about using smaller facilities, given that there are obviously advantages and disadvantages to both approaches.

We heard very clearly that people wanted to see a smaller high school, but one that also had many strong facilities that would support learning now and into the 21<sup>st</sup> century.

We have been working closely with the building advisory committee, which has further identified needs in the school and, just recently, worked to identify an architect to start creating architectural drawings and building plans for this facility.

The numbers that are in the budget now are very current numbers. We have only recently awarded the contract to an architect, who is putting together a very strong team that has significant background in construction north of 60 and also has a significant background in the construction of educational facilities.

The architect is working very closely with the building advisory committee to ensure that the needs of the community are being included and addressed in this new structure. The numbers that are in the budget are the most current ones that are available and they are the ones we are planning for.

The Member for Mayo-Tatchun also brought up the issue of the new college campuses that the Yukon Party government is currently undertaking in Dawson City and Pelly Crossing.

The member will recall that it was some time ago that the federal government announced a knowledge infrastructure fund. This was a \$2-billion fund that was identified as part of the federal government's stimulus package. The federal government recognized the economic situation that many jurisdictions in Canada were in and also recognized the need to update and replace some of our post-secondary educational facilities.

The knowledge infrastructure fund initiative was put forward to Yukon College. Yukon College identified the priorities. They identified that replacing the campuses in Dawson and Pelly Crossing was very important. Yukon College also identified the size of the structure and provided the financial requirements for these projects.

Yukon College provided the financial numbers to the federal government. The federal government has approved these projects and, as members are aware, the knowledge infrastructure fund is established as a matching fund. The project will be co-supported, if you will, by the Government of Yukon.

Yukon College identified that their fiscal requirements for the two projects were \$2.6 million for the Dawson facility and \$1.4 million for the Pelly Crossing facility. Yukon College also put forward the physical requirements.

Government of Yukon and the federal government have also entered into an arrangement with Yukon College. Yukon College is responsible for the construction of these projects. Yukon College is also working, through Property Management, on the actual, physical creation of these programs, recognizing that there are federal conditions on this project and that the funding falls under the knowledge infrastructure program. The projects must be completed by March 31, 2011. I have recently been assured by the president and chair of Yukon College that these projects are on time and on budget.

The member also is correct that Yukon College previously leased facilities from the Selkirk First Nation and that there were significant discussions at the time the knowledge infrastructure programs were coming on board. I have been advised by Yukon College that they had been in discussions with the Selkirk First Nation about the Selkirk First Nation's interest in establishing new facilities prior to the identification of these funds. From what I have been told, there did not appear to be a significant uptake on that approach earlier on, so when these resources were identified under the knowledge infrastructure program, the college immediately seized the opportunity and went to work with the community.

We have identified that the space available next to the school was appropriate for this college expansion. I understand it will have separate entrances, and there may be some joint-use agreements in the future about some of the spaces, but I expect that all appropriate precautions will be put in place to keep the areas separate, safe and secure. Government of Yukon and Yukon College have this type of arrangement in many communities in the territory where the college does form an annex on either a high school or a school facility. It has proven very beneficial in the past, especially in many of our small commu-

nities where the buildings really are within walking distance of each other. It provides a very advantageous educational learning opportunity. I think this covers the member opposite's questions regarding the Tantalus School, its name, F.H. Collins and the up-to-dateness of the financial projections, the issues regarding the Pelly and Dawson campus.

Once I get an opportunity, I will continue to provide a bit more information about the operation and maintenance budget highlights in this budget.

**Mr. Fairclough:** I also asked the minister about the project in Carmacks and what it entails. I understand, from the removal of the old school, that there was a lot of levelling of the ground and exposure to rocks and so on. That of course had to be fixed up. I understand that there will be new school ground toys — a Big Toy and other things. Last year I asked the minister if he would consider working with Carmacks and the Tantalus School and the community about identifying the interest in what could possibly be created in developing the school grounds and suggested a couple of things that have been talked about.

One of them is developing a soccer field. That's already there, but I don't know what the arrangement is. Others have talked about a running track and whether or not the new design that's taking place right now will involve a baseball field. What they had before was a place for tennis and basketball and so on.

I also would like to know whether or not the school grounds will be fenced off and whether any work will go into the sliding hill that's used by the school. That's right there — it's right close to the school. It's used by the younger kids, anyway. It's not as big of a sliding hill as some people would like, but it is being used.

So those are some of the questions I would like the minister to answer — if not, the minister responsible for Property Management — if it's not identified in the \$150,000 that was earmarked last year and not used up in the last fiscal year, if additional dollars are going to go into this and have those issues addressed to the community.

I also asked the minister about the design of the F.H. Collins Secondary School, and the minister said that an architect has been hired and the planning committee members have looked at what they wanted. There are some rumours out there about what part of the F.H. Collins school may stay and which part of it is going to go. From what I understand, the shop area of F.H. Collins is going to remain as it is. I just would like to know if the minister can confirm that and whether or not this changes the costs of replacing F.H. Collins. Or is this going to be revamped and improved — an improved facility? What more is going to be added, as far as shops for F.H. Collins?

If the minister can just answer those questions, and then the other one that I didn't hear him say anything about was the budget not identifying any dollars for the bus for Old Crow. What's going to happen with that? Is the department looking at it? When can we see a replacement?

**Hon. Mr. Rouble:** Mr. Chair, as I mentioned earlier, work will be done this summer for some of the landscaping issues going on for the Tantalus School, as well as the installation of playground equipment. I am encouraged to hear from

the member opposite that there are a lot of ideas going on in the community about healthy and vibrant activities, whether they are running tracks or baseball diamonds or soccer fields. That is really encouraging to hear.

I will certainly share those points with the minister responsible for Community Services, the minister responsible for sport. It is really important, Mr. Chair, that in a community we take advantage of all of the facilities we have. Really, the school often becomes a centre or nexus or focus for many community activities, but we also shouldn't lose sight of the activities that go on in our recreation centres or our other sports facilities.

We'll certainly work with the community, with Sport and Recreation and the municipality on an overall look as to what kind of facilities are looked for or needed in the community and include that as we go forward with future budgets. When I've been in the community, people have been very excited about the new opportunities presented by the new facility. This is a beautiful facility in the community and with many of the additions, such as the community meeting room, the large round room, or some of the other special features — really it's engaging the community in so many ways.

We'll certainly work with the community and our other departments to look at how we can satisfy some of the other needs and concerns of the community in future years.

The member opposite has also asked about F.H. Collins and some of the plans there. Mr. Chair, the building advisory committee is really looking at the programming aspect of things and some of the needs that would arise out of that and what people are interested in accomplishing in the space. Those discussions then are translated into physical requirements or space requirements by the architect.

We expect the total floor area for the new school will be approximately 8,400 square metres. The new school is expected to be much more compact and energy efficient than the current somewhat sprawling school. In our process for looking at the design, obviously we need to ensure that we are building a structure that will have a long life, a useful life and also an energy-efficient life.

Really, we need to look at the full lifecycle costing of structures like this to ensure that it is adaptable to meet needs now and into the future, and also to ensure it is using responsible allocation of resources. Whether that's building materials or energy or space, these are all considerations.

We're looking at how we can build a building that will meet our needs and how it can be done in a very efficient manner. We also have a responsibility to the taxpayer to ensure it is done in a very cost-efficient, cost-effective manner. That isn't to say that it is done the cheapest possible, because, as I mentioned, it is important to look at the full lifecycle costs.

As anyone who has built a home recently will tell you, often investing at the front end in things like better quality windows or more insulation, or even changes to design will have energy savings in the long run that will help to pay for the increased additional upfront costs.

Also, when designing a school, it's important to ensure that it is designed in a functional and attractive manner. We

need to engage people with our schools into our community. It has to be an attractive place, one that is inviting to people, and one that is supportive of a constructive learning environment. If we don't make those investments, unfortunately it can turn into a situation where we have a building that doesn't support the original intent or purpose of the activity that is supposed to happen in that place. That's why in the past we have spent additional resources to build a structure that is engaging to the community, that is attractive and that is built to last.

We do have to recognize that there are some tremendous strengths over the previous facility, especially in the area of the industrial arts wing. This is a facility that was built with some different construction techniques than other parts of the building, and the plan is to retain it as part of the new school campus. The facilities, if the member opposite hasn't seen them, are really tremendous with the automotive section, the wood-working section, the welding sections, the photography labs and some of the other facilities in there. They are really excellent facilities that are very well used. My hat goes off to the teachers and administrators at F.H. Collins for the utility that they get out of those areas. It is great to see the students being exposed to some of the industrial and trades opportunities that are presented there. We all appreciate the important role that this type of education plays in a high school curriculum and how it helps to create the balanced outcomes of our educational system.

We have taken a very good look at the industrial arts wing. It has a significant amount of utility to it, and we will be working with retaining that industrial arts wing. That concept and idea is captured in our budget figures and, as I stated for the member earlier, these are the most up-to-date budgetary figures we have.

I will also caution the member opposite that these are budgetary figures. The actual costs, as to be expected, will vary somewhat from the figures we have identified right now, but these are our best estimates and are the guiding budgetary figures for this process. I think that answers the member's questions.

**Mr. Fairclough:** With F.H. Collins, the numbers that came out for the replacement were from over a year ago. I don't believe the industrial wing on the school was designed to stay at that time, but because it's being kept now, the amount of money that's identified to replace the school would actually go down, which would be an unusual thing. Could the minister be clear on that? I'm sure that the department has crunched the numbers and knows approximately what amount this will save for construction of the new school. I haven't been through that end of the school for quite some time now, but I do know what it looks like.

I think I will leave the F.H. Collins school for now. I'm hoping the minister, as time goes on and he has direct communication with the building and planning committee, will forward information that he gains from this committee to us in the opposition parties. It would be greatly appreciated — and we can all follow along together in the progress of this project — if the minister can commit to that.

Also, I know the minister has been trying to get the attention of the minister responsible for public buildings about the design of the grounds at the Tantalus School. He has some idea, but the project is with another minister. I'm hoping the Minister of Education can get this information and, if there are new designs to address the issues of the community, we would appreciate having that information — if the minister can do that and commit to having that information flow to members on this side of the House.

**Hon. Mr. Rouble:** As I mentioned previously, I expect the work we were talking about for Tantalus School will happen this summer. I've been advised by the Minister of Highways and Public Works that his department is working actively toward accomplishing it in that time frame. I know the Department of Education staff members are working very closely with Highways and Public Works, Property Management officials.

With regard to F.H. Collins, I will remind the member opposite that these are budgetary figures that we are working with. We will, of course, look wherever we can to identify savings for the project, recognizing that we have significant educational objectives to achieve with this project.

First and foremost, we want to build a structure that will meet the programming needs of Yukon's/Whitehorse's secondary school students now and for decades to come. There are architects who are working with the building advisory committee right now. There are significant opportunities for public involvement and engagement in this process, and once we have further defined the architectural and structural drawings on this and we have the actual tenders on these construction projects, then we will have much firmer numbers for this project.

We have identified the budget. We have identified a scope for the architects and the planners to work in. Of course, wherever we can do things efficiently, effectively and in a cost-saving manner, we'll look at that.

Once we go forward with this project and become closer to its physical construction, we will be able to firm up the budget figures in much greater detail and with much more certainty.

We have put forward the five-year capital plan in this budget. This is a strong indication to citizens in the Yukon about the priorities of the Yukon Party government — about the initiatives that we are committing to. I think these are consistent with the desires and the needs of Yukoners. It is certainly being done in a planned and appropriate approach.

I do take issue with the Liberal Party's assertions that it's a go-for-broke type of budget, one that is irresponsible in its budgeting. I must express that frustration to the member opposite. This is one that is based on strong planning, strong engagement of our stakeholders, a strong assessment of the needs in our community and the capacity of Yukon construction companies, and the financial capacity of the Government of Yukon and others.

At this point, I think it would be opportune for me to provide some more information regarding the operation and maintenance budget. I think this will address many of the questions before they actually come up, and it will also give us an oppor-

tunity to look a bit more holistically at the department's budgeting processes and its financial responsibilities.

\$129,503,000 is dedicated to the Department of Education under this year's operation and maintenance budget. This will help us to support Yukoners in their journey of lifelong learning. I would like to address the funds the department is seeking on behalf of Advanced Education.

As I mentioned earlier, Yukon government signed both the labour market agreement and the labour market development agreement with the Government of Canada on July 8, 2009.

The 2010-11 operation and maintenance budget will see continuing support for several initiatives as well as support for labour market activities in Yukon. Our most important work at the Department of Education is to ensure that all Yukoners have the skills and education they need to support their families and to participate fully in their communities and workplaces.

The \$129,503,000 dedicated to the Department of Education under this year's operation and maintenance budget will help us to support Yukoners — excuse me, I have a double page in here and I have started to repeat myself. Excuse me — just to be sure there's no difference here.

The \$129,503,000 is dedicated to the operation and maintenance budget. Excuse me. I left off talking about the LMA and the LMDA documents. These two agreements reflect the Yukon government's cooperation with Government of Canada to enable education, training and skill development for Yukoners so Yukoners may respond to opportunities and meet Yukon's labour market needs.

Once again, Mr. Chair, this is an opportunity for preparing Yukoners for Yukon opportunities. With these agreements, Yukon will enjoy greater flexibility to respond to changes in the local economy and labour market because these agreements will help train Yukoners to do the work that Yukon businesses need to get done. The labour market development agreement gives Yukon government the authority to provide support services that help eligible Yukoners to upgrade their skills, get on-the-job experience and find a job or become self-employed.

The labour market agreement is the second agreement and it took effect last July to help Yukoners find jobs or obtain better jobs. What is exciting about this agreement is that it helps Yukoners who are not necessarily eligible for employment insurance. Over five years, the labour market agreement is bringing \$5,896,000 from the Government of Canada to help Yukon create new career opportunities for Yukoners. For businesses to prosper, employers must have staff with the necessary skills. This government is proud to be part of the solution to the skilled labour shortage.

In addition to supporting programs under these agreements, the Department of Education works in other ways to expand every available labour pool to assist employers in fulfilling their labour market needs.

The targeted initiative for older workers provides an opportunity for workers between the ages of 55 and 64 to develop skills to find and retain employment. I believe members in the Assembly are very familiar with this program.

This program was initiated in 2007 and it has been so successful that it was extended to 2011-12. For 2010-11, \$484,000

is requested to continue this initiative. That amount is fully recoverable from the Government of Canada. As of February 4, 2010, a total of 126 participants have enrolled in the program and 87 percent of past participants were employed or enrolled in training or college programs.

Government of Yukon is also requesting \$200,000 in funding for the immigration portal. This amount is also fully recoverable from the Government of Canada. The immigration portal provides Yukon-specific information on-line for anyone interested in immigrating to Canada and living in Yukon. The government is committed to reducing immigration red tape and fast-tracking immigration applications so that Yukon employers can have access to the workers they need to have their businesses and organizations flourish.

Student financial assistance is another important example of how Government of Yukon supports lifelong learning and prepares Yukoners for Yukon opportunities.

This government continues to index the Yukon student grant to the actual cost of living, and to that end, we are requesting \$98,000. The Yukon student grant is a support we are very proud to provide that really makes a difference in the success of our students who are studying both in the Yukon and Outside. By indexing it to the cost of living, we are ensuring that this support remains stable.

The Department of Education also supports learners as they transition from school to the workplace with programs such as a student training and employment program and the summer career placement program. These programs — specifically the summer career placement program — pay students a good wage for summer work and provide them with the skills that they need to enter the workforce. I'm sure the minister responsible for the Public Service Commission will also provide some highlights as to the programs that we have in place to encourage Yukon students to return to Yukon and engage in important and valuable employment opportunities.

This government also continues to support Yukon College. As I mentioned earlier, the total support for Yukon College is approximately \$25 million for 2010-11. In addition to working with Yukon College in promoting the skilled trades as a smart career option and working with Yukon employers as they develop skilled trades training opportunities in the workplace, we are also working with Yukon College to ensure that they have the support they need to provide the best educational facilities possible for our apprentices. Apprentice-level classroom enrolment at Yukon College is now almost at capacity. Enrolment has increased 90 percent over the last four years and our government certainly wants to support this growth. By ensuring Yukon's labour market has an adequate supply of skilled tradespeople, we are also taking an important step in ensuring the long-term health of our economy.

Mr. Chair, \$474,000 will be provided to Yukon College to continue operation of the School of Visual Arts in Dawson City. I'm sure members will appreciate the significance that this investment is having, not only in the community of Dawson City, but also of the territory as a whole. This further demonstrates this government's commitment to continuing education and also to the fields of arts and culture.

As we continue to diversify the economy in the territory, we're also looking at the areas of research and academic continuation.

To that end, Mr. Chair, \$950,000 will be provided to Yukon College in support of the Research Centre of Excellence. I trust, Mr. Chair, that members opposite don't characterize this investment in research, in understanding our environment, in gaining additional knowledge or in supporting our education facilities as "reckless." The Research Centre of Excellence is a focal point for research programs that address climate change challenges and opportunities in the north. It supports northerners working together to facilitate and coordinate national and international expertise while they work on issues having not only a northern but global impact.

Also, Mr. Chair, as we discussed yesterday, the Northern Institute of Social Justice is becoming a very strong focal point at Yukon College. Mr. Chair, \$407,000 is also being requested for the Northern Institute of Social Justice. This institute provides training and education to Yukoners in a wide variety of social justice fields as well as undertakes related research. It was created to address challenges in recruitment, development and retention of a qualified workforce to deliver programs and services with a social justice component.

In fact, this was a very broad-based guidance committee. It included members, representatives of Government of Yukon, through Health and Social Services, Justice, Education, Public Service Commission and also representation from significant First Nation governments, including the Khâ Shâde Héni, Chief of the Carcross-Tagish First Nation who sits on this oversight committee.

We are tearing down the silos that members have spoken about before that have in the past prohibited the sharing of information and, instead, are building a collaborative environment where people can work together, recognizing the needs in our community and then providing the education, training and accreditation necessary in order for professionals to work in these fields.

Now I see my time is almost up. I would like to speak to a number of initiatives that will support the work of public schools in the 2011 budget; however, if there are questions regarding the operation and maintenance in a broad sense before we get into the line-by-line section of the budget regarding the O&M contributions for Advanced Education and members would like to bring those forward now, I'd like to try to respond to them.

If not, once we get into the specific line-by-line debate on these particular initiatives, I would be pleased to answer those questions as well.

**Mr. Fairclough:** The minister didn't answer the question about what the department is doing to replace the school bus in Old Crow. He took a long time to answer my questions, but he did not answer that one and whether there were any plans in the future to bring a proper school bus up to Old Crow. This has been an issue that has been on the table for quite some time and I'm hoping that the minister could address that.

I know the minister is having a hard time with the comments coming from this side of the House. I want to tell the

minister this so it can be clear to him: the projects that have been identified in the Department of Education — whether it's the campus replacement in Dawson City, in Pelly Crossing — we in the Official Opposition and I'm sure the New Democrats support these projects. We do. We support the project of replacing F.H. Collins school. We want to know the details about it, and the minister gets thrown off quite easily from debate from last week. It's unfortunate. I thought we were going to go down a path here of debating this budget and not have the minister get sidetracked with other things. If he agrees with mortgaging Yukoners' future, then that's him. He is tied to the Premier on that one, and we will hold this government accountable in the next election. I know he had a hard time today in feeling the pressure from the public that's been in the gallery today.

But I want to debate this budget, and we started off with the capital projects. The minister said that the replacement of the buildings in Pelly Crossing and Dawson City and the replacement of F.H. Collins was going to be energy efficient — good windows and so on is what he was saying. I want to know if the building is going to be to the same standard as some of the other government buildings that have been built recently. In other words, are they using SuperGreen standards?

If so, is that the direction of government to ensure that the planning committee, the advisory committee, in putting together the plans for this school — is that some of the direction the government is giving? If so, what does it entail? What all is included in that? We'd like to know that. I know the minister doesn't have the numbers in front of him or is afraid, perhaps, to say because they change quite often and, more than likely, they go up rather than go down.

I understand that they are still in the planning stage and the architect has been hired to do this. That is a simple question. I will just leave those two for the minister to answer and see where we go and if we're going to get sidetracked again or if we're going to debate this budget.

**Hon. Mr. Rouble:** Mr. Chair, the members opposite can't have it both ways. They can't say, "Yes, we support your project but we don't support you paying for it."

If they have other ideas, by all means, share them; provide the constructive comments. We have certain economic opportunities before us, programs from the federal government. I think we're broadening the discussion now. We're looking at some of the funding available from the federal government for the green-energy initiative that this government — Yukon Energy Corporation and Yukon Development Corporation — are utilizing to put in place efficient, green-energy infrastructure. Yes, it will have a significant lifespan. And we also need to ensure we have appropriate financial mechanisms in place to ensure it doesn't have an undue or inordinate impact on Yukoners today.

It also recognizes the significant ongoing benefit to Yukoners from some of these programs. I'm sure members will agree that it's important that, if people benefit from a facility or benefit from an investment, that yes, they do have a responsibility to help carry the cost of that.

Members opposite often bandy about the term "mortgage the future." It's interesting to see how people's approaches on

mortgages change from their past profession to their current vocation. In the past, I'm sure members opposite have spoken glowingly about mortgages or leverages or other financial instruments but, for some reason, politics enters into this and it changes their perception or their position on these issues.

Government of Yukon has a responsibility to manage many of the ongoing needs and requirements of a government. We're all aware of how broad and varied these responsibilities are, from health and ensuring that we have appropriate facilities, serving Yukoners from one end of the territory to the other, to ongoing issues in corrections, ensuring that we have facilities and programming in place, to of course education, where we have a responsibility to ensure that we have facilities that efficiently and effectively meet the needs of students now and into the future.

This government has clearly demonstrated its commitment to education, both from a programming perspective and also from a capital perspective. We have worked very hard with our partners in education on programming and inclusion initiatives, through programs such as education reform, through initiatives like New Horizons and through many of the other programming changes that we've made.

We're also living up to our obligations and the requirements of the community on the capital side of things by ensuring that there are appropriate facilities in Yukon communities. I trust that if members opposite support those projects, that they can voice their support by endorsing the budget that is before us, and that if they have ideas about how things should be changed that are constructive, that would actually meet some of the objectives of the territory and are sustainable situations, then they should voice those.

Government of Yukon is very open to hearing constructive criticism. Hearing some of the criticism that has been bandied about in the past, that has been void of any alternative or void of any vision of the future, simply, unfortunately, wastes the time of this Assembly. Enough said about those issues.

We're talking about a very optimistic topic here, that being education, building for the future, building facilities that will meet the educational needs of Yukoners today and into the future. I can't think of anything more optimistic to talk about than building schools.

Yes, we have been talking about F.H. Collins and the very involved process that we have been working in. I don't have all the specifics at my fingertips about some of the programming initiatives or energy-saving techniques that will be looked at. We have been looking at the LEED standards and the LEED requirements for buildings. We'll look at other initiatives too. In the past, we have benefited from federal programming regarding energy-efficient construction, and we're continuing to look at many of those different options that are before us now.

As I'm sure members will appreciate, this is an evolving construction project, one that is in the architectural design stage at this time. I will endeavour to take a look at the architectural specifications that have been provided to the architect to gain a further understanding about some of the design requirements that are being put forward on that project.

As for the issue of school busing in Old Crow, we have had significant discussion and debate in this Assembly on this topic in the past and, at this point, I do not have any new information to share with members opposite on that topic.

**Mr. Fairclough:** Is the minister saying that there has been significant debate in this Legislature? There must have been discussions within the department on this issue. What's the plan? What's the plan for the replacement of a proper school bus in the community of Old Crow?

**Hon. Mr. Rouble:** Unfortunately, the member opposite has confused the issue a bit here. I understand that the Vuntut Gwitchin First Nation uses the vehicle that it has at its disposal to provide some transportation services.

In the past, we have gone over in quite some detail the requirements under the *Education Act* for the provision of school transportation services. We have talked in the past about the 3.2-kilometre radius, outside of which the Department of Education may provide school busing services. We have talked about the other opportunities that Government of Yukon has when there are students who live outside this radius, such as the provision of home-school programs or support for parents to bring their students to the school. We do need to ensure consistent application of our school busing legislation, regulation and policies throughout the territory. Really nothing has changed on that front since our last discussion on this issue. The member is correct that the budget does include monies for school transportation vehicles. These are the types of shuttle buses that are used by many of our schools to provide additional transportation opportunities for students.

I want to ensure that I'm making this point clear to the member opposite. This is not providing a school bus to the school. The school busing contract is provided by a third party who has the contract to provide home-to-school and school-to-home transportation for students. I'm sure we can get into that in much more detail when we get to that line item in the budget, but school busing and the school transportation vehicles that people use for school field trips really should not be confused. I think that should clarify things for the member opposite.

**Mr. Fairclough:** No plans, no interest — that's what the minister is saying in regard to the proper school bus in Old Crow.

I would like to ask about Yukon College. They are now receiving transfers in quarterly payments. I would like to know if the college is fine with that and whether or not these are equal quarterly payments.

**Hon. Mr. Rouble:** It's unfortunate when the members opposite summarize information and characterize it in a manner that certainly was not intended. I'll leave it at that.

Following audits with the Auditor General and also from our internal audit function, one of the significant recommendations was to change the manner in which we provide funding to different entities that the Government of Yukon funds. There was a strong recommendation to change the manner in which we provide resources. Following these recommendations, the Government of Yukon and Yukon College had numerous discussions about the change in the funding process for the col-



lege. The base funding is provided in four quarterly installments. Other funding for some initiatives are front-end loaded at the beginning of the year and then with other funding initiatives.

As I mentioned, we do have \$25 million a year in support for Yukon College. Some of the other funding is provided on a cash flow basis — an as-required approach. Government of Yukon Finance people and the Department of Education finance people have worked very closely with the Yukon College finance people. I think everyone recognizes and appreciates the recommendations from the auditors in this area. Initiatives and support for Yukon College certainly have grown in the last couple of years. Members will realize that it was this government that brought forward legislation to expand the capacity of Yukon College, and that the Yukon Party government put forward legislation to allow Yukon College to be a degree-granting institution. That is now entrenched in the legislation as is their ability to have an internal audit committee, a student union and other functions that were captured in amendments to the *Yukon College Act*. We have seen a tremendous growth and support for different college initiatives.

I'm thinking of programs such as the Master of Education program. I'll find my fuller list of some of the initiatives ongoing with Yukon College. I might have to come back to it, Mr. Chair, but some of these initiatives include the growth of the licensed practical nurse program, the School of Visual Arts, leaders in education, the Master of Education program, the home heating maintainer program and other recent initiatives such as the master sewing program.

Also, it was just the other day that we had a discussion about some of the growing initiatives for community-based delivery, but certainly the support from Yukon College has been tremendous.

I see the member opposite would like to ask a question. I'll try to find the additional information.

**Chair:** Mr. Rouble, are you finished?

**Hon. Mr. Rouble:** Yes, I'll give the member another opportunity to ask another question while I find the additional information about the extensive programming opportunities at Yukon College.

**Mr. Fairclough:** I think I threw the minister off there. He went into the programming, and all I asked was about the transfer payments and the quarterly payments. The minister lost his page in his binders there and wants to talk about other things. We want the minister to just answer the questions. We've gone through the budget, and rather than wasting time, as his goal is —

**Some Hon. Member:** (Inaudible)

#### Point of order

**Chair:** Mr. Rouble, on a point of order.

**Hon. Mr. Rouble:** I'm sorry, Mr. Chair, but obviously by stating that I have a goal other than something that I've actually said as a goal, the member opposite is imputing false or unavowed motive. The member opposite has asked me questions about what the government is doing to support Yukon College and I am certainly providing a significant amount of information about that. To impute that I'm doing

this for some ulterior motive is not only offensive but it is blatantly false.

**Chair:** On the point of order, Mr. Fairclough.

**Mr. Fairclough:** Mr. Chair, the minister didn't cite any of the Standing Orders at all and he's just irritated by the questions and it is obvious.

#### Chair's ruling

**Chair:** Order please. On the point of order, the Standing Order would be 19(g) and the Chair feels that the Member for Mayo-Tatchun was probably crossing the line on that statement, so I would encourage the member not to go down that path. We were having a very productive debate this afternoon and I would encourage members not to personalize it.

**Mr. Fairclough:** There is one thing I'd have to disagree with you on — the fact that the productivity of debate —

#### Chair's statement

**Chair:** Order please. When the Chair makes a ruling, the Chair expects members not to comment on that ruling.

**Mr. Fairclough:** Mr. Chair, I believe that the debate has not been going all that well and that the minister should perhaps concentrate on answering the questions instead of being so irritated by the questions that we get off on points of order.

I did ask the member about the transfer payments, the quarterly transfer payments. I'd like to get on to another question. I know the minister wants to go on and read his whole binder for the next 20 minutes and you draw the conclusion, Mr. Chair, or the public can, but exactly what is this minister up to?

I would like to ask about the arbitration and the Yukon Teachers Association. It's scheduled for May. Here's an easy one for the minister. Can he give us an update on that one? A short update.

**Hon. Mr. Rouble:** The Member from Mayo-Tatchun, the Liberal Education critic, asked a question regarding the funding process for Yukon College. I provided the information, I provided the reference to the auditor's recommendations, I've been the driving force behind this; I discussed how this is based on quarterly payments, up-front support for specific programs, and also how other initiatives are being cash-flowed. The Government of Yukon is very proud of the relationship that it has with Yukon College and the work that's being done there.

Some of the initiatives that we have seen through Yukon College have been very strongly supported from this government. There has been a growth in the base funding and additional contributions of over \$9 million from a variety of government departments for many facets for Yukon College.

In fact, Mr. Chair, when I take a look at the investments that have been made through Yukon College, whether it be through Community Services and their contribution of \$440,000 for the Yukon water and waste-water system operator training program; through the contributions from Economic Development for the Technology Innovation Centre and the Cold Climate Innovation Centre of almost \$400,000; to the

contributions from Education, whether it be topping up the pension fund, which has been an issue that has been faced by Yukon College and the Board of Governors; to its base funding; to contributions for Yukon native teacher education program; the bachelor of social work program; innovators in the school program; the School of Visual Arts; the older worker initiative, the Pelly Crossing community campus; the Research Centre of Excellence renovations; the licensed practical nurse program; the Dawson City community campus; the variety of educational and vocational opportunities that are supported; the Kwanlin Dun First Nation education and training program; infrastructure support for the housing maintainer oil burner technician program; support for initiatives such as workplace literacy training or marketing initiatives; support for the survey technician program or the plumbing sheet metal program; support for the textile and sewing machine operator program; additional support for youth exploring trades; the training program for correction officers for women; the Master of Education collaborative degree program; professional writing enhancement for YTG employees; the summer career placement program; support for the First Nation education summit or support for the leadership and development course session. These are just some of the initiatives that have been supported by the Department of Education.

Energy, Mines and Resources has provided resources in the past for the solar wind demonstration, for their electronic green guide for the Northern Research Institute. Department of Environment has supported Yukon College through the community climate change adaptation project, climate change funds and, again, support for the green guide.

Executive Council Office has provided funds of \$50,000 to support the Communities of Change — Building an IPY Legacy international student conference. The Department of Health and Social Services has contributed resources for the early childhood educators program and the *Tracks* newsletter. The Department of Justice provided resources for the FASD project under the Northern Institute of Social Justice. The Public Service Commission has provided resources for first-aid instruction and has purchased seats on a variety of courses for \$100,000. Tourism has provided resources for public interpretation sites at Little John for the traditional sewing project or northern strategy funds.

The Women's Directorate has provided resources for women exploring trades; Workers' Compensation Health and Safety Board has provided funds for the prevention fund, for literacy health and safety; and the Yukon Housing Corporation has provided resources for a Habitat for Humanity project with Yukon College.

We started on a discussion about how this government supports Yukon College, and I can clearly say the Department of Education is not alone in its support for Yukon College.

Virtually every department within the Government of Yukon has provided resources or worked with or had learners go through Yukon College. I clearly want to put on the record this government's support for Yukon College. We have not only supported it fiscally, but we've supported it with an uptake on programming, we've supported it with an expansion of

responsibilities, an expansion of its mandate, and we will continue to work with Yukon College as Yukon's post-secondary educational institution. I hope that makes it clear to the member opposite, and I certainly would not characterize discussing the programs and opportunities offered through Yukon College or the support that this government provides to Yukon College as a waste of time.

The member opposite also asked a question related to our personnel and to the operational situation with the Yukon Teachers Association. The member opposite knows full well that we are in a collective bargaining process, and as such, I will continue to work with the minister responsible for the Public Service Commission.

We will honour our responsibilities to our employees and we will work through the collective bargaining process to ensure that we reach conclusion to our arrangement with the Yukon Teachers Association and with our teachers.

I can confirm that we are in an arbitration process. I discussed this with members of the YTA recently. The Yukon Teachers Association recently held their annual general meeting. I had the pleasure to address many of the teachers who were in attendance there. We share a good relationship with teachers in our territory; in fact, they are the main driving force in making the changes and seeing the growth and development in our students.

In closing, I will once again reaffirm our commitment to work with the Yukon Teachers Association on our collective bargaining responsibilities, and I will keep the negotiation of the collective agreement off the floor of the Legislative Assembly.

**Mr. Fairclough:** Mr. Chair, all I asked for was an update from the minister and he wants to negotiate. Now he doesn't want to negotiate.

The minister said that they are providing programming and that he is very proud of that. The francophone school board has cut some four and one-half positions because funding ran out on a pilot program. I'm just wondering what the minister is going to do about that.

**Hon. Mr. Rouble:** Mr. Chair, this government takes its role and responsibility for education for all Yukon citizens very seriously. We certainly recognize our responsibilities to provide education for all Yukon students. That includes our recognition of the right of section 23 for right-holders to have an education in French. That's why the Government of Yukon continues to provide kindergarten to high school French first language education for approximately 141 students at l'École Émilie Tremblay.

Earlier this year, the Commission scolaire francophone du Yukon put forward their budget request. This was the budget that had been approved by the Commission scolaire francophone du Yukon. The budget amount was \$30,323,234. I can see some members are a bit surprised at seeing a figure like that.

As you can imagine, Mr. Chair, seeing a budget come in that is in excess of \$30 million is certainly larger than the normal budget that is provided to the Commission scolaire francophone du Yukon. We continue to work with the commission.

We have certainly invited their participation in many educational activities and forums, including inviting their participation on the staffing allocation formula. In fact, Mr. Chair, we have certainly done a lot of work recently on the staffing allocation advisory committee. This has been a committee made up of many Yukon representatives.

I am sure members will appreciate that the Auditor General has raised some concerns about the staffing formula that was used by the Government of Yukon in the past. Indeed, it has been criticized by members on the floor of this Assembly. It was raised as an issue with Yukon Association of School Councils, Boards and Committees.

We certainly recognized an important need to take a look at this situation, to take a look at the staffing formula that provides for an allocation of resources — teachers — to Yukon schools. The committee was made up of school council representatives, representatives from the YTA — the Yukon Teachers Association — the Association of School Administrators, superintendents and the Department of Education staff.

It had significant representation from a variety of different school councils, had representation from primary schools and high schools. It also had representation from rural and urban schools.

The committee was tasked with developing a staffing allocation formula that emphasized the principles of equity, transparency, responsiveness and sustainability. The Commission scolaire francophone du Yukon was invited to participate with this committee and did attend many meetings.

Under this new staffing formula, we will actually see the number of teachers for l'École Émilie Tremblay increase from 18.6 to 21 teachers. Before the member opposite starts talking about cuts, I would encourage him to become familiar with all the information around this issue and to not jump to any hasty conclusions, but to dig a little bit deeper and to look at how the new staffing allocation formula of increasing the number of teachers from 18.6 to 21 will meet the public school and high school needs for the 145 or so students who attend l'École Émilie Tremblay.

The member is also aware that there is a case before the courts right now and, as such, I am understandably reluctant to provide or discuss some of these issues in much greater detail.

**Mr. Fairclough:** Mr. Chair, soon this government is not going to be able to provide much detail in this House because they are caught up in court cases all over the place with First Nations.

Now, Mr. Chair, the department is in mediation over the francophone court case and it has cost \$150,000 in legal fees — so there is a failure there on the part of the government. How is this minister going to make improvements in the future? Let's not talk about the court case. \$150,000 is being spent on legal fees. How is the minister going to make improvements to ensure this doesn't happen again?

**Hon. Mr. Rouble:** This government has a significant track record in this area — a significant track record of performance and accomplishment —

**Some Hon. Member:** (Inaudible)

**Hon. Mr. Rouble:** Mr. Chair, the member opposite is providing some additional advice off-mic.

I think if the Liberal Party were to take a look at some of the initiatives that have been put in place, such as support for l'Académie Parhélie, support for other initiatives within l'École Émilie Tremblay — some of the supports and transitions that the department has made as a whole throughout Education — they will certainly be aware of much of the growth and much of the change.

We take a look at the secondary school programming review. That was a very healthy and productive examination of secondary school services in the Whitehorse area. We certainly attempted to engage with the Commission scolaire francophone du Yukon to ensure that many of their issues were being captured in that process. There have been ongoing discussions with the Commission scolaire francophone du Yukon about different programming initiatives and supports. As well, we recognize the role that the Commission scolaire francophone du Yukon has to play and the ability that they have for the allocation of resources within their budget.

There is an obvious difference of opinion. The Commission scolaire francophone du Yukon has decided that the appropriate way to resolve this was through legal action.

We will honour their decision to go that route. I would encourage members opposite to review the statement of claim, to apprise themselves of the situations being brought forward in that action. We are in a process; we will continue to work through that process. We have a responsibility to all Yukoners, including Yukoners whose first language is French. We will continue to provide support for l'École Émilie Tremblay. As I said, under the new staffing formula, the allocation of teachers has risen from 18.6 to 21 and we will continue to work with all of our partners in education to address many of the unique situations they have in their own community.

I remember I was asked what we are going to do to prevent these things from happening in the future. Well, by additionally working to engage our partners and stakeholders in education and continuing to work on the implementation of initiatives under New Horizons.

Members are aware that there was a conference held about six weeks ago to bring together many of the different people involved in education, to discuss the initiatives that are underway and the outcomes that they are creating. We'll also continue to work with the Yukon Association of School Councils, Boards and Committees. I spoke at their conference last month and we had a very good discussion. We're continuing to respond to initiatives and concerns that they have brought forward. For example, the Yukon Association of School Councils, Boards and Committees identified they had a concern with the staffing formula. We addressed that and we included them in the process. We established a process there that was principle-driven, that included a wide representation of people involved in Yukon's education system who have come forward with some very good recommendations.

We will continue in the future to work with students, parents, teachers, First Nation orders of government, school councils and others in the delivery of education in the territory. I

expect that along the way, there will be differences of opinion and we will do our very best to work through the issues that come before us. That is certainly my commitment, as minister responsible for Education, to work with people in our communities to ensure that we can address the interests of our students and increase the educational outcomes of all Yukoners.

**Chair:** Order please. Committee of the Whole will recess for 15 minutes.

#### *Recess*

**Chair:** Order please. Committee of the Whole will now come to order. The matter before the Committee is Bill No. 20, *First Appropriation Act, 2010-11*. We will now continue with general debate in Vote 3, Department of Education.

**Mr. Fairclough:** I have one more question for the minister before I turn it over my colleagues, the New Democrats, for questioning of the minister.

I wanted to take a section out of the budget speech and I'll just read it here, Mr. Chair. It says, "Under the leadership of our Minister of Education, the Department of Education is currently implementing its new vision for education, not letting that vision sit on the shelf. It is entitled 'New Horizons: Honouring our Commitment to the Future'." That's from the budget speech. Now, the education conference — this is one of their agenda items reflecting on New Horizon's draft strategic plan and the discussions for next steps. Now it is clear from the conference that New Horizons is not being implemented at all and that the strategic plan is still in draft form and very much up for discussion, and you can't implement something until the strategic direction has been established. Does the minister agree with that?

**Hon. Mr. Rouble:** No.

**Mr. Fairclough:** Well, Mr. Chair, that's why the Minister of Education gets himself in trouble. I turn this over to the New Democrats.

**Hon. Mr. Rouble:** Mr. Chair, there are some times when the Member for Mayo-Tatchun makes some statements that I certainly cannot agree with. We have offered the Liberal Party the opportunity for briefings on New Horizons. I've tabled documents, I have — I guess if one chooses not to hear, one can always say they don't know.

New Horizons describes a conceptual shift in education in Yukon and it's a solution-based process based on cooperation, collaboration and partnership.

It has really changed how the Department of Education is approaching working with others and doing the work in education. We have heard through our data collection processes, through educational reform, that people wanted to see changes and that they wanted to see more involvement of school councils, of First Nation governments, parents, and teachers. They've said that they wanted to see increased opportunities for programming, and we're certainly working on delivering that.

Part of the process, part of the change is not creating a mission or strategic plan that comes from the minister's office and is stamped "Done" and is sent out and said, "Here's the

way it is." Part of the process, part of the change, is working with our stakeholders to ensure that they have meaningful involvement and participation. It means creating a strategic plan based on the input of others and then taking that out to — well, it's gone out recently to the Association of Yukon School Councils, Board and Committees and we said, "Here are our thoughts based on your comments and the comments of others. We want to ensure we're on the right track. Here's a draft; please provide your comments." We've taken it to the New Horizons conference, which invited representatives from Yukon First Nations, from educational organizations and the general public — and said, "Here's a draft of our strategic plan. Please comment and ensure — tell us that we're on the right track." I've gone to the annual general meeting of the Yukon Teachers Association and said, "We're producing a draft five-year strategic plan. Please, take a moment; provide us with your comments."

I started off this discussion about education by going through the vision and going through the objectives of the department. I asked the Member for Mayo-Tatchun to provide his comments. How did he respond? He didn't provide a comment about the vision of education. He didn't ask about educational outcomes. He didn't ask me a question about what we're doing to engage people. No, I got a question about school grounds in the member's riding. There is nothing wrong, as the member opposite chides, in asking questions of a constituency nature.

The second question we entered into in debate was about the size of the letters on the sign for the school. I have tried to engage the member opposite — the Education critic for the Liberal Party — about strategic planning, about visioning, about priorities, and now we hear the Member for Mayo-Tatchun doing what he usually does when he starts feeling uneasy and that is he starts heckling from the peanut gallery. You know, Mr. Chair, I appreciate that the member has lots to share.

#### **Unparliamentary language**

**Chair:** Order please. A comment like "peanut gallery" is definitely not in order and so too is discussing and speaking while another member is speaking — loud enough to disrupt the debate. I would ask both sides to focus on the budget, please. Mr. Rouble?

**Hon. Mr. Rouble:** Mr. Chair, it's unfortunate that the Liberal Party has not recognized some of the initiatives under New Horizons. I'll just take a moment to go through some of them. This will by no means be an exhaustive list.

Some of the initiatives under New Horizons include the school growth planning process. The leadership program includes education and training programs for teachers in order to build different and new skill sets. It includes the Master of Educational Leadership program that's offered here in Whitehorse with Yukon College and the University of Northern British Columbia. It includes the secondary program stakeholder advisory committee and how that process has looked at secondary school education and its priorities. That has led to the building advisory committee and how the Government of Yukon involves Yukoners with the creation of major capital projects like the F.H. Collins facility project.

It has also captured the electronic student information system, or YSIS, which will provide us with more data and evidence on student progress. We made changes as to how we go about planning, how we work with others, how we engage the community and the community plan for the specific school. We're providing additional training and educational building opportunities for our staff. We're providing additional resources for things like experiential education. We're working with our partners in education to explore different models for education delivery, things like the bicultural program in Haines Junction, or the land-based experiential education program in Old Crow.

If the Member for Mayo-Tatchun needs another example of what's being accomplished under our new approach, under New Horizons, I would encourage him to take a moment and talk to the Member for Vuntut Gwitchin and ask him about the Old Crow land-based experiential education program. This is an initiative that the Government of Vuntut Gwitchin has been looking for, for a number of years.

I know it has been a passion of the chief. This government is pleased — it is excited — to be working with others to see the launch of some of these programs. Now, there's another list of programs. I've given the member opposite the list in the past. Unfortunately, he has chosen not to identify or realize some of the changes that are actually taking place. I appreciate that the Liberal Party has a different perspective on some things, but I would also appreciate it if they would actually recognize when things are happening.

**Some Hon. Member:** (Inaudible)

**Hon. Mr. Rouble:** Sorry, Mr. Chair. Do I have the floor or does the member's heckling get on the public record, too? Thank you.

Now, there are a number of other initiatives that I'd like to make members aware of in our budget regarding the operation and maintenance within the public school's budget for 2010-11.

I am pleased to say that the operation and maintenance for 2010-11 will continue to support public school initiatives introduced by the government during its mandate. The Department of Education is committed to continuing its work in New Horizons — the department's follow-up to the education reform project and the Auditor General of Canada's report.

As I mentioned earlier, New Horizons describes the conceptual shift in education in Yukon. It is a solution-focused process based on cooperation, collaboration and partnership. As part of New Horizons, we are seeking funding for resilience in transitions, school growth planning and community engagement. For resilience in transition we are seeking \$100,000. There are two levels of action planning. One is for individual students and one is for the transition process system-wide. A transition coordinator has been identified to facilitate the school-based teams, individual education plan process and inter-agency work for developing transition plans for individual students. Critical transitions include from home to school, from grade 3 to 4, elementary to secondary, grade 9 to 10, secondary to post-secondary and rural to urban.

The resilience action committee has representation from various agencies as well as Health and Social Services and Education. Working groups are reviewing better transition practices in the specific grade levels identified.

For school growth planning, the Department of Education requests \$355,000. The school growth process is a method for all schools to identify the unique needs of their students and to make plans and identify local resources for meeting those needs. School growth processes are also an important means to ensure First Nation and school council and community collaboration in school priorities.

The funding we request to support capacity development to ensure school growth processes best support student learning — no, the Member for Mayo-Tatchun shouldn't leave. He needs to hear this.

#### Chair's statement

**Chair:** Order please. Referring to a member being absent is definitely not in order. Mr. Rouble, please don't do that.

**Hon. Mr. Rouble:** Thank you. I certainly don't want him to be absent because it's important to hear these things.

#### Chair's statement

**Chair:** Order please. Then restating it after the Chair made a ruling isn't really in order either. Mr. Rouble, could you move on to your budget debate please?

**Hon. Mr. Rouble:** Certainly. It's important to ensure that all members are aware — not only the Member for Mayo-Tatchun, but all members are aware — of what's going on in New Horizons, and specifically, some of the initiatives under the school growth planning process.

The school growth process is a method for all schools to identify the unique needs of their students and make plans and identify local resources for meeting those needs. School growth processes are also an important means to ensure First Nation and school council and community collaboration in school priorities. The funding we request is supporting capacity development to ensure school growth processes best support student learning.

It also supports \$75,000 for leaders in education and innovation fund. In the first award, 17 different projects received funding focused on priorities identified in school growth plans. Some project goals focused on literacy, numeracy, social responsibility and cultural inclusion. Other grants were aimed at building the skills of staff to use evidence to make decisions about the focus of the next year's school growth plan actions. Grants also supported the purchase of high-tech equipment to help improve the success of specific groups of students.

The next call for proposals closes on May 30.

Additionally we are seeking \$205,000 for community engagement. The community engagement process has been designed as part of New Horizons to support communities to identify and address local needs to support lifelong learning. This funding is intended to provide facilitation and skills training to build capacity for developing healthy communities. The Department of Education relies on its stakeholders to ensure

the education system works in the best interest of students and this budget reflects our work to ensure our stakeholders are well-engaged.

The Department of Education has other stellar public schools programs to promote successful learning. For example, the Individual Learning Centre, launched in February 2005, continues to be a success in re-engaging high school students who have left the education system to re-engage into lifelong learning. A full day kindergarten and home tutor program will continue to receive support under this year's budget. These initiatives have proven to be very important and meaningful for people throughout the Yukon.

Mr. Chair, under the northern strategy initiative, \$126,000 is being requested for the Four Winds family and community literacy project.

The Family Literacy Centre, which opened its doors at the Canada Games Centre on January 27, 2010, is an exciting and vibrant addition to our community. This project will work on the further development and operation of a culturally inclusive family literacy centre that helps to meet family, community and workplace literacy needs across the Yukon.

\$100,000 is also being requested to continue the early years transition learning program. This program targets pre-kindergarten to grade 3 students and will help to reduce the performance gap in both First Nation and other Yukon children.

Funding for initiatives to support vulnerable students will also continue in 2010-11. There is \$150,000 to provide training for counsellors, learning assistants and educational assistants in specific areas related to the socio-emotional well-being of vulnerable students, and \$140,000 is also being requested to continue an assistive technology software and related training program. This will provide support for special needs students, enabling an inclusive model for individual education plans, goals and objectives.

We continue to receive positive feedback on all these programs.

The vocational experiential education initiative continues in 2010-11 with \$385,000. This money provides more flexibility for schools to access experiential and outdoor education opportunities with this funding.

The Department of Education is also requesting \$91,000 to continue their support of the Whole Child project. The Department of Education is committed to improving the outcomes and experience of all Yukon students.

The Department of Education is requesting \$575,000 to support the Council of Yukon First Nations and their delivery of education support services. This line of funding represents \$405,000 to support the operating cost of the Yukon Native Language Centre and \$170,000 to provide salaries for support staff for education. We continue to have a very good working relationship with the Council of Yukon First Nations, which has worked with our department through the education reform project and the New Horizons initiatives.

In addition, the Department of Education provides ongoing updates at Council of Yukon First Nations leadership meetings. The Yukon First Nation Education Advisory Committee has

been in operation for five years and has been instrumental in providing advice and direction to the Department of Education through the strategic plan, success for all students, and by providing input into several advisory committees on various programming issues.

These kinds of connectivity have greatly benefited both the Council of Yukon First Nations and the Department of Education because the lines of communication are as open as they are, and we are continuing to work toward reaching a common goal.

Mr. Chair, there are a number of other initiatives that I would like to share with members regarding the O&M areas for public schools, but I can see that my time is at an end.

**Mr. Cardiff:** It's good to hear some of the initiatives the minister has been talking about. Much of it we've actually been able to read about, most recently as this afternoon, having received a large volume of information, which I appreciate getting.

I'd like to just touch on a couple of things that the minister talked about and some of the information that I received this afternoon.

The minister was talking about the New Horizons project — basically the second phase of the education reform process. He talked about the education partners and reviewing a draft strategic plan, a plan that's going to guide the Department of Education for the next five years. Quite possibly, he may be holding a copy of that draft. That actually might be helpful.

It's my understanding that this was presented to education partners at a summit on April 12 and 13, which I was not able to attend or was actually unaware of and probably otherwise engaged in other activities. Needless to say, I'd appreciate receiving a copy of the draft strategic plan and would be interested in offering my feedback on the goals that are expressed in that plan, some of the initiatives that are — could be — contained in that plan. I'd like to start there and just ask the minister — basically all we need is a yes-or-no answer — whether or not he's willing to share that with us.

**Hon. Mr. Rouble:** Yes, this is a public document that has been provided to Yukon First Nations, to members of the Association of School Councils, Boards and Committees. It's available to teachers — is it available on-line? I think it is available on-line. I have a copy of it and I would be pleased to provide it to the member opposite and anyone else who would like a copy of it.

I do have a few other comments regarding some of the expenditures. I think it will be an opportunity to clear up many of the questions before they're asked and it might even give the member opposite a chance to give a quick look to the draft strategic plan. As I've said, this is a shift in process. This is not the minister creating an edict on high. This is built upon the comments that we have received from many involved in education. It's building upon the programs that we have in place and really building upon the successes.

We have gone through an appreciative inquiry model of what is going on in education and what is being done right and what are some of the common successes that we can ensure are being implemented throughout the territory.

This year we're requesting \$2 million in funding to support the First Nations Program and Partnerships Unit at the Department of Education. I am pleased to say that this unit continues to grow and provide a unique and helpful service to the Department of Education and the larger education community in the Yukon. Included in the \$2 million is funding for two additional initiatives approved under New Horizons. These include the Southern Tutchone bicultural program at the St. Elias Community School in Haines Junction, which has been budgeted for \$212,000, and the Yukon First Nation experiential program, which is budgeted at \$200,000 for 2010-11.

I have provided information on the bicultural program in the past but I believe that members might not be aware of the First Nation experiential program. This program is an opportunity for the department to enhance the opportunities for First Nation students in the secondary system and to meet the recommendations we received in the education reform project report and the Yukon First Nation Education Advisory Committee's strategic plan.

Also, Mr. Chair, to ensure Yukon students have access to the best possible opportunities to learn aboriginal languages, the government is seeking \$3 million to cover the salaries of aboriginal language teachers in Yukon schools and in the Yukon Native Language Centre. This year we are continuing funding to the First Nation elders in the school program for \$50,000. Also, to develop and expand First Nation curriculum and resource development, including projects such as First Voices, we have committed \$376,000 this year. The First Nation programs and partnership unit releases annually a teacher resource handbook of Yukon First Nation education resources in public schools in order to help teachers include a First Nation perspective throughout the curriculum. This is an annual project and is distributed to all new teachers in the Yukon every year. In addition, there have been a number of Department of Education initiatives over the past few years. They're improving how we incorporate First Nation culture and values in the classroom. The unit is currently developing a grade 3 curriculum called "Yukon First Nation Potlatches", grade 4, "Yukon First Nation Lands" and a grade 12 Yukon First Nation Studies integrated resource package, including course and text, additional early primary readers reflecting the Yukon First Nation people, as well as a teachers' guide.

Primary readers will also be translated into Yukon First Nation languages. The unit has also participated from a distance in the development of a B.C. grade 12 first peoples English course and this course will be the equivalent to the B.C. ministry English 12 program. In addition, over \$20,000 is dedicated to train all new Yukon teachers in Yukon First Nations culture during our new teacher orientation in August every year. To provide cultural enhancement programming for Yukon schools, we continue to provide \$305,000 a year in funding. This funding supports a wide range of cultural activities, including everything from making mukluks to schools undertaking bison hunts.

Under the northern strategy initiative, \$100,000 is being requested for a land-based experiential education project in Old Crow. This project will provide funding to the Vuntut Gwitchin

government for an experiential model for kindergarten to grade 9 that will be unique in Yukon. It will have an emphasis on First Nation culture, while meeting the specific educational needs using a collaborative process.

Finally, Advanced Education continues to support the Yukon native teacher education program with \$540,000 under this year's budget.

Promoting and supporting French language and culture is also very important to the Department of Education.

French first language and French second language education is an important option available to Yukon students. The Department of Education remains committed to supporting French programs in our schools. French language programs, such as the early and late immersion programs at Whitehorse Elementary School and French first language education at l'École Émilie Tremblay have consistently high enrolment rates.

In recognition of the value of being fluent in Canada's two official languages, the Department of Education completed a comprehensive review of French programs to identify how to support the programs. Feedback sessions are planned to occur in the coming months to discuss the recommendations and review, and to identify priorities in the next step for future programming.

I'd also like to recognize the hard work of my Cabinet colleagues and the Department of Education staff for their work in crafting this blueprint for learning in the territory. I would also like to thank all the Yukoners who contributed to the evolution of the education system with the participation of school council members, committee members and individuals who provided comments about their needs and aspirations for education in the territory.

As we've discussed, there are options available for people to participate in the direction of education for the territory through the wide variety of different committees we have at a school level, at a territorial level and also from a broad educational perspective from the draft of the strategic plan.

Mr. Chair, I want to make sure that I have the appropriate figures on the record. Yesterday, in my introductory comments, I may have misspoken. The capital budget reflects an increase of approximately 42 percent over our 2009-10 main capital estimates, and when we were looking at the general site improvement, recreation development and soccer field repairs at our Yukon schools, the department is requesting a budget allocation of \$250,000. I hope that clarifies any confusion that there might be. I hope that the member opposite has had an opportunity to take a quick look at the draft strategic plan and maybe now I can hear some of his initial thoughts on it.

**Mr. Cardiff:** Well, it's a rather large document for someone like me to read, especially if the minister wants me to pay attention to what he has been saying.

I'm not sure what word is appropriate that I would be able to use, but I want to ensure that the minister knows that I am paying attention to what he's saying and not sitting back reading a magazine — not that I would equate this to a magazine. I did have a chance to look at the beginning of it — the three goals. The goals are the following: to "Ensure who enters

school in Yukon will have the opportunity to successfully complete their education with dignity and purpose, prepared for the next phase of their lives." I think that is something that I can agree with. I think that it is very important for our students to have that opportunity, to move on to the next phase in their lives and for them to be treated with dignity and to have a purpose, to move forward. I continue to hear about students, but what are the solutions? Can the minister tell us, in order to achieve that goal, what solutions are being proposed?

I continue to hear about young people who are graduating from our high schools and they're receiving the advice in the high school for what courses they should be taking in order to move on to that next phase in their lives, which in a lot of cases is post-secondary education, whether at an institution that's outside of the Yukon or whether at the institution that we have here in the Yukon, which is Yukon College. By the way, I'm pleased to see in the annual report that the direct instruction costs reflected in the Yukon College budget are now more than what the grant to the college was 20 years ago when I first joined the board there. Yukon College has grown and it is doing a good job, but we need our students to be prepared to enter it.

There needs to be some lines of communication. When students come out of our high school system, they need to be prepared for that next phase of life and to move on to post-secondary education. When they show up at a college or a university in southern Canada or up at Yukon College, and they are told, "Well, you need upgrading, because you don't have what it takes." Why is it that students who are exiting our school system — our public school system — aren't always ready? Why aren't we giving them the advice? Why aren't we pointing them in the right direction and ensuring that they have taken the appropriate course work so that they can move on with that next phase of their life? What are we going to do? How are we going to fix that?

**Hon. Mr. Rouble:** That's perhaps the most important question there is to ask about education: how do we ensure success for every student? Education, to me, serves two purposes. We have a responsibility to the individual — to help the individual become everything he or she can be or wants to be. In there is the individual's choice, the individual's aptitude, and the opportunities that are before the individual.

It doesn't make sense for me, Mr. Chair, to identify and say we want that student to grow up and become an electrical engineer, when they're in grade 3. We have to provide the opportunities that that individual needs to grow and really define what success means to them because that will be different for everyone.

We also have a responsibility to ensure that people grow up in our community with the skills, aptitudes, and characteristics necessary to lead happy, productive, constructive and participatory lives. We have to ensure that people who are growing up can engage in the democratic process, engage in the cultural aspects of our society, and engage in employment opportunities that we need. We need a mix of employment opportunities or a mix of characteristics in our society.

If everyone in a community is an electrical engineer, we will have failed the community because we need that mix of carpenters, nurses, doctors, education technicians, teachers, police officers — we have a whole yellow pages or blue pages in our telephone book to indicate all the positions we have in our community. We need people in that mix of things to provide those services. Education has a responsibility to the individual, so that he or she can grow up to be everything that he or she can be or wants to be.

We have a responsibility to society to ensure that people are growing up with the skills that they need to participate fully. We also have a situation where we must recognize that all of our students are different and that they go through different phases or different stages in their life, and that they might be at different levels in different things.

We also have to recognize that different people have different definitions of success and that there are different things that they want to be when they grow up. We also have to recognize that there are multiple paths for people to go down and that when we give people those options to go down those paths, they sometimes lead in directions where we wish they hadn't gone.

In our education system, we try to respond to the different needs and different learning styles — auditory, visual and kinesthetic.

There are different styles for learning to read. Some people can grasp it right away, others need a phonics approach and others need a whole-language approach, so we try to respond to these different needs with different techniques. That is sometimes a challenge in our educational system.

One of the things that we had to do was ensure that our teachers were prepared with the right balance and mix of tools in order to meet the different needs that the students have. We do this by engaging with them early, by working on a wide variety of different initiatives — some that we have started, like early childhood education — to ensure that students are coming into the education system with a good grounding and that people who are coming in are prepared to learn.

As we go through the school process, we recognize that we need different styles or different programs to help them meet their needs. That's why I mentioned the initiatives like the Four Winds readers. It's a different primary literacy tool designed to engage students with a First Nation background in a culturally appropriate manner.

That's why we also have programs like Reading Recovery, or Wilson Reading, or some of the others that we use as tools to try to capture the students' attention and find their strengths in order to help them succeed.

When we get into the high school grades, we do recognize that they need to be exposed to different courses; that they're starting to identify to a much greater degree with their strengths, their interests and their weaknesses. We certainly then have different pathways to ensure that different students can succeed.

But when some students make those different choices, there are ramifications from some of their decisions. For example, deciding to take one math course might ensure that the



student could pass and get their grade 12, but it might close the door to other academic opportunities. If they choose to take one English course over another English course, it might open one door for one opportunity and close a door to another opportunity.

I remember a situation not too long ago where it was one of the outstanding students, I believe — an honour roll student was graduating from high school and she made a choice to attend an arts institute, as opposed to going on and doing a bachelor of commerce program, which had been one of her ideas before. Well, now she didn't have the necessary coursework behind her to build the portfolio that was required for entrance into that one program. So some different choices had left different opportunities open.

So how do we address this? Well, we try to provide different options. We try to provide additional training for our teachers. Mr. Chair, our teachers do an amazing job, and my hat is off to the teachers in this territory. There are challenges that our teachers face from forces beyond their control and from forces outside of the control of the Department of Education. I don't need to go into all of those today. Members are aware of some of the challenges that we face in the Yukon and those challenges that we're aware of that come to school.

So we back up and say, "What can we do to increase the success of our education system?" That is where it comes to the refinement of some of these goals. The Member for Mount Lorne went through them. I want to touch on a couple of the differences in the goals. In the first one, it is identified as "Have the opportunity to successfully complete their education." In one way, when we look at education — one way I had looked at it in the past was that we need to have opportunities and that it was by having exposure to opportunities that that would lead to success.

We then discussed how we increase opportunities for Yukon students, especially in rural communities. When we take a look at that in some of our high schools it's looking at using computer-based education, at distance courses and, for some — we have students in Yukon schools who do courses like law or drafting or some of the sciences and do that by distance.

There's a shift in the goal. That's not just leaving it as identifying it as our students will have an opportunity, but further refining it and saying that our students will have the opportunity for success. Having an opportunity for success is dramatically different from just having an opportunity before you.

Someone could give me a textbook on lw, for example, and say, "Okay, here is the textbook. The exam is on August 1. You have an opportunity to take a lw class." With my learning style, I know that that would not be an opportunity for success. That would be setting me up to have another textbook on a shelf that doesn't get used very often.

So, we try different models or different approaches; for example, changes in distance education delivery. "Here is your textbook" —

**Some Hon. Member:** (Inaudible)

## INTRODUCTION OF VISITORS

**Hon. Mr. Lang:** I'd like to introduce my son, Graham Lang. He is in the House this afternoon.

*Applause*

**Hon. Mr. Rouble:** Thank you. Mr. Chair, I'm just reminded of one of the books that has come out in our new strategy. I think it's referred to as something like, "Bunny Comes to Dinner".

I'll try to come back here. We're talking about the goals. We're talking about opportunity for success and how that's substantively different from just having an opportunity. We continue to work with our partners and stakeholders in education in order to further refine and develop our goals.

We continue to work on expanding the knowledge base and research about education. My change in philosophy — or change in thought — about the difference between opportunity and opportunity for success came from a discussion that I had with one of our educators who is doing a Master of Education — his second master — and is looking at rural education opportunities. I toss this out. This is just another example of a way to ensure success; it is to build our knowledge, to build the capacity of teachers and then share that information with people.

Specifically about some of the initiatives the Member for Mount Lorne is talking about, in the high school grades, in preparing for the transition, we've identified the transition from grade 9 to 10 and grade 12 to post-secondary as key transitions that we have to work on. When we're preparing these people for the transition, we have to make sure that they are aware of the ramifications of the decisions they are making. It means greater communication to people, such as changing how we lay out the information about the courses, and say that when you take math essentials, it does this for you, but it also closes this door.

There's more we can do to ensure people are aware of their decisions in high school — more communications we have to do with them — but for the greater question the member opposite asked of how we can ensure the success of learners in our education system, I for one think we're on the right track with the innovations we're putting in place by engaging our community, by providing different options, by providing different training and leadership opportunities for our educators, by ensuring that we're creating a community of learners and that we are continuing to value the education process and the outcomes it creates.

**Mr. Cardiff:** As a matter of fact, the minister — I didn't get through all three goals. I only got through the first one. It is because basically it was at that point that I realized that this is where the situation I was talking about fit. And yes, it is about encouraging our children and young adults to become everything that they possibly can be and that they want to be. There is some personal responsibility about the choices that you make.

I guess the point that I was trying to make was that I can understand that some of the choices that young people make when they're in high school or moving on to post-secondary

education have impacts on what it is that they're able to do. What I'm talking about are young people who are clear about where it is that they want to go and they make those choices. They go and ask for the assistance and they say, "This is what I want to do. What are the courses that I need to take?" They get the advice; they're really clear about it and they go and they ask and they say, "This is where I want to go. This is where I see my future. These are the opportunities that I want to take advantage of. This is what I want to do, at least for the first phase or career of my life," and they ask which courses it is that they need to take.

We're talking about young people who are successful in school. They come through school, they take the courses they're told to take in order to move into a certain program at a university or a college and yet, when they get there, they're told they need upgrading.

That's — you can't use that term in here either. It's a real hit to a young person who has spent the last three or four years preparing themselves for a career to move into post-secondary education to do something that they really wanted to do, to be told that they've got to spend the next year taking upgrading. How do we — that's the question I was trying to ask the minister: how are we going fix that?

**Hon. Mr. Rouble:** It would sound to me like the member opposite has a specific situation or a specific case. I'm not sure if we can resolve that one on the floor of budget debate, but I would encourage him to provide me with some background information on this one, or perhaps have the student contact my office, so that we can take a closer look at this situation and see what happened and why it didn't turn out the way the student wanted it to turn out.

Once we find that out, we can then go back and take a look at making the change that should have been made in order to prevent the situation from happening. I don't know why the student got the advice or what advice was given; I don't know who did that or where. I'd like to try to get to the bottom of the situation and have the department operational folks take a look at it and see how that can be corrected in the future. That in essence is what we're doing with many of our initiatives.

We're also taking a look at what has gone on that has happened right and how we build on those successes, but if there is a case the member is aware of where someone asked the right things but it turned out the wrong way, then the department needs to take a much deeper look into that one and find out why the advice was given in the way it was given.

We're getting into a bit of a hypothetical situation that I am having a couple of challenges about trying to dig into, to resolve here on the floor, but if there is a specific case, I would again ask the member to either sit down with me or to have this student come forward so that we can take a closer look at this situation and see what we can learn from that so that it doesn't have the same ramifications to students in the future.

**Mr. Cardiff:** Well, it is not necessarily limited to one specific individual. I have heard this story from various people. I am sure that in all cases there possibly were choices made that did affect but I believe there are a lot of young people out there who are making the right choices but just aren't getting the

appropriate advice, or there is a problem with post-secondary education institutions that aren't communicating their requirements effectively to the department.

That's not making its way necessarily down to the individual schools and counsellors who are providing the advice to the students. Somewhere there could be a gap where all the information isn't being transferred both ways.

The other two goals in the *Draft Strategic Plan* that the minister provided us with are these: "Support and fulfill training for employment opportunities" and to "Develop and support post-secondary and adult education and career opportunities."

Those are admirable goals. I think they're goals that we need to take seriously. I think that they're goals that everyone will agree are important.

The minister touched on a couple of different areas in the various responses to the Member for Mayo-Tatchun. I'd like to talk a little bit — I'll have to find the appropriate place here in the large bit of information — about the staffing of schools. Maybe the minister can tell me which tab it's under.

**Some Hon. Member:** (Inaudible)

**Mr. Cardiff:** Perfect. Thank you. For starters, I'm wondering about recruitment and retention. It's my understanding that the FTEs are remaining the same this year, but what are we looking at as far as retirements down the road, and what are we doing as far as recruitment and retention to ensure that we've got teachers coming forward in future years to fill all of the positions, because that is what I understand. It's just like in other professions. The Minister of Health and Social Services has a hard time recruiting nurses and social workers, and down the road we're going to be faced with concerns around recruiting and retaining teachers. However, there might be teachers from the Lower Mainland who are looking for jobs as well, but my preference would be to see local, homegrown teachers from here in the Yukon. There are a couple of questions rolled into that. I know the minister doesn't have a lot of time left today, so we'll carry on this conversation Monday, but can he provide those answers?

I would like to thank the officials for being here today and assisting the minister in providing answers to the questions.

**Hon. Mr. Rouble:** Mr. Chair, the Member for Mount Lorne provided a few additional comments about the transition from secondary school or high school to post-secondary school, university or college, or specific skills or trades training programs. We do have options in our school system, but sometimes it is the difference between Math Essentials or Principles of Math. As I said, sometimes those open doors and sometimes those close doors. We recognize that they have different definitions of success and want to provide those different options to them. We also recognize that some of our students have disengaged from high school before they formally graduated. We are certainly trying to find ways to re-engage with them. Those are things like the Individual Learning Centre and expanding those types of opportunities for students to succeed throughout the territory.

Also, the Member for Mount Lorne is right when he says sometimes there are issues with the post-secondary institution.

There are instances where a university requirement may be identified at the front of the handbook as one thing, but when we get into the specific entrance requirements for a particular program, that might be a different thing altogether. Then, when there is competition for different seats in a program, the bar or entry requirement may be higher even still, or different. There are some times where just having good grades throughout the right course of study isn't enough, where different programs are looking for other characteristics or other accomplishments.

So, part of it is really digging in deep to the particular program that students are looking at and then getting very engaged with that post-secondary educational institution to find out what their requirements are.

There has been a significant amount of work, both on a formal and informal basis, between Yukon College and Yukon's secondary school system, looking at ways to ensure that students coming out of Yukon's high schools are prepared for opportunities at Yukon College, in particular, and communicating the college's requirements to students, our teachers and our curriculum people to ensure that we are preparing students to meet some of their expectations and also working with Yukon College to say, "Are the expectations that you have appropriate expectations?"

Those are some of the issues that we're working on there, as well as taking a very strong look at transitions as being an area where we have to invest additional time and energy.

The member then asked about teacher staffing. Yes, I do want to reaffirm for members opposite that the Government of Yukon is not reducing the number of FTEs — that is the government way of saying "full-time equivalent teaching positions" — in Yukon's education system. We do recognize that we do have retirements and we do need other teachers to come into our system. I agree developing homegrown students is a key success and I would love to see more participation and a greater enrolment in the Yukon native teacher education program that we have here in the territory in an effort to ensure that we are preparing Yukon students to become Yukon teachers.

Mr. Chair, seeing the time, I move that we report progress.

**Chair:** Mr. Rouble has moved that we report progress.

*Motion agreed to*

**Hon. Ms. Taylor:** I move that the Speaker do now resume the Chair.

**Chair:** It has been moved by Ms. Taylor that the Speaker do now resume the Chair.

*Motion agreed to*

*Speaker resumes the Chair*

**Speaker:** I will now call the House to order.

May the House have a report from the Chair of Committee of the Whole?

#### **Chair's report**

**Mr. Nordick:** Committee of the Whole has considered Bill No. 20, *First Appropriation Act, 2010-11*, and directed me to report progress.

**Speaker:** You have heard the report from the Chair of Committee of the Whole. Are you agreed?

**Some Hon. Members:** Agreed.

**Speaker:** I declare the report carried.

The time being 5:30 p.m., this House now stands adjourned until 1:00 p.m. Monday.

*The House adjourned at 5:30 p.m.*

#### **The following Sessional Papers were tabled May 6, 2010:**

10-1-162

Political Contributions 2009: Report of the Chief Electoral Officer of Yukon (Speaker Staffen)

10-1-163

Yukon Workers' Compensation Health and Safety Board 2009 Annual Report (Hart)

#### **The following document was filed May 6, 2010:**

10-1-151

You need more than a job to start work: Student and Parent Guide, by Community Services (Lang)